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ABSTRACT

This publication is designed to help Illinois social science teachers assess their students' learning using a variety of methods. The guide includes a rubric for scoring site-based alternative assessment activities, a rationale for the rubric, and sample activities to differentiate students' knowledge, reasoning, and communication skills. The guide provides a basis for teachers to develop their own assessment programs and adapt the rubric and activities to fit individual needs. The volume provides 37 lessons in the social sciences to demonstrate how the rubric can be applied and concludes with samples of student work to demonstrate the various levels of achievement. (EH)

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ALTERNATIVE ASSESSMENT IN THE Social Sciences

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ILLINOIS STATE BOARD OF EDUCATION
Standards and Assessment Division

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Alternative Assessment in the Social Sciences

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ALTERNATIVE ASSESSMENT IN THE SOCIAL SCIENCES

Every classroom teacher has experienced students who do not score well on objective tests. The teacher is certain that the students know more than is revealed on the test because they all have the ability to learn and show interest in learning the subject. One way to discover the depth of the students' knowledge and the level of their skills is through an alternative means of assessment. The use of alternative assessment activities is supported by both learning theory and classroom experience. On the one hand, students learn in different ways. Learning is also a constructive process; each student constructs knowledge from their own experiences. The difference in learning styles and the active nature of learning make it imperative that teachers employ alternative methods of assessment. On the other hand, experienced teachers know that their students perform better when they know the goals that they are expected to reach and how their performance will be measured. Alternative assessment activities meet both of these criteria.

Teachers can employ numerous strategies to assess student learning. These strategies are often identified as "performance" based assessment, "authentic" assessment, and "alternative" assessment.* Whatever term is employed, meaningful assessment requires a student to accomplish complex and significant tasks by using prior knowledge and skills. Students can demonstrate the development of their knowledge and skills through a number of activities, including journals, dramatizations, essays, exhibitions, and portfolios. Meaningful assessment is also inextricably linked to curriculum planning and instructional methods. That is, curriculum objectives should be developed with significant instructional objectives and assessment techniques in mind. Assessment plays its part in this trio by helping teachers set standards and create instructional pathways. It also provides feedback for students and teachers alike.

> *"Alternative assessment reaffirmed my belief in the value of innovative and creative teaching methods. It also reaffirmed my belief that good teaching is designing instruction, not only presenting it, and that students learn best through new and imaginative methods."*
>
> Field Test Teacher

Teachers often feel uncomfortable when evaluating alternative assessment activities. There are several aspects to this problem. First, teachers may employ a wide range of classroom activities but do not realize the full potential of these activities for assessment. Second, teachers may not have a systematic means to assess their students. Many teachers have a sense of what makes an outstanding oral report or project but lack established criteria, or a rubric, that provides students and teachers with meaningful feedback. Third, teachers may not understand the rationale behind a given rubric.

* This guide will employ the term "alternative" assessment. Some authors distinguish among these terms because each has its own defining characteristics; others use the terms interchangeably.

This publication is designed to help social science teachers assess their students' learning. The guide includes a rubric for scoring site-based alternative assessment activities; a rationale for the rubric; and sample activities to differentiate students' knowledge, reasoning, and communication skills. A team of social science educators developed the guide specifically for classroom teachers. They were assisted by comments and suggestions from over 125 teachers, grades K-12, who field tested the rubric and dozens of sample activities in their social science classrooms. The guide serves best as a point of departure for teachers when they develop their own assessment program. Teachers are, therefore, encouraged to adapt the rubric and the sample activities as they devise their strategies to implement alternative assessment.

A SOCIAL SCIENCE RUBRIC FOR ALTERNATIVE ASSESSMENT ACTIVITIES

The scoring of alternative assessment activities presents specific challenges to social science teachers. First, a well-constructed problem in a social science class often generates a variety of acceptable solutions and correct answers. Second, assessing a student can be a complex matter when three dimensions of a student's abilities -- knowledge, reasoning, and communication -- are involved. To ensure a reliable, fair, and consistent assessment, clear scoring criteria must be established for each dimension. Third, the scoring criteria must be directly related to the goals and objectives of instruction in each dimension; that is, they should reflect the development of a student's knowledge, reasoning, and communication skills. Equitable and meaningful scoring requires consistent human judgment. The clearer the criteria, the more likely it will be that different evaluators will assign a similar score to a given student's work. As a result, well-defined criteria help to prevent irrelevant information and subjective opinion from influencing the assessment process. Finally, the students must be made aware of the scoring criteria so that they know what is expected.

> *"I now realize how important it is for both the students and the teacher to know in advance the criteria for assessment. Students need to know what is expected of them so they can achieve the outcomes in each of the three dimensions."*
>
> Field Test Teacher

Recognizing the challenges posed by the assessment of alternative activities, we offer the following rubric and rationale for assessing alternative activities.

FIGURE 1
A SOCIAL SCIENCE RUBRIC FOR ALTERNATIVE ASSESSMENT ACTIVITIES

KNOWLEDGE

Knowledge of evidence from the social sciences: facts/supporting details; themes/issues; and concepts/ideas

6

- Key concepts/themes/issues/ideas are thoroughly identified, defined and described
- Significant facts/supporting details are included and accurately described
- Has no factual inaccuracies

5

- Key concepts/themes/issues/ideas are considerably identified, defined, and described
- Facts/supporting details are included
- Has only minor factual inaccuracies

4

- Key concepts/themes/issues/ideas are partially identified, defined, and described
- Some facts/supporting details are included
- May have a major factual inaccuracy, but most information is correct

3

- Some key concepts/themes/issues/ideas are identified, defined, and described
- Few facts/supporting details are included
- Has some correct and some incorrect information

2

- Few key concepts/themes/issues/ideas are identified, defined, and described
- Facts/supporting details are not included
- Information is largely inaccurate or irrelevant

1

- Key concepts/themes/issues/ideas are not identified, defined, and described
- Facts/supporting details are not included
- Information is inaccurate or absent

REASONING

Analysis, evaluation, and synthesis of evidence

6

- Identifies and logically organizes all relevant evidence
- Uses appropriate and comprehensive critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence
- Reaches informed conclusions based on the evidence

5

- Identifies and logically organizes most of the relevant evidence
- Uses appropriate and critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence
- Reaches informed conclusions based on the evidence

4

- Identifies and organizes some of the relevant evidence
- Uses partial critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence
- Reaches informed conclusions based on the evidence

3

- Identifies some of the relevant evidence but omits other evidence
- Uses incomplete critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence
- Reaches incomplete conclusions based on the evidence

2

- Identifies little relevant evidence and omits most of the evidence
- Uses unclear or inappropriate critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence
- Reaches inaccurate conclusions based on the evidence

1

- Important evidence relevant to the problem is not identified
- Critical thinking skills and habits of mind are absent
- Conclusions are lacking or unclear

COMMUNICATION

Demonstrates knowledge and reasoning through oral, written, visual, dramatic, or mixed media presentation

6

- All ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes
- The presentation is well focused with a well-defined thesis
- Presentation shows substantial evidence of organization
- Presentation shows attention to the details of specific performance conventions

5

- Most ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes
- The presentation demonstrates a focus and thesis with minimal narrative gaps
- Presentation shows sufficient evidence of organization
- Presentation has minor mistakes in attention to the details of specific performance conventions

4

- Some ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes
- The presentation demonstrates a focus and thesis with several narrative gaps
- Presentation demonstrates adequate evidence of organization
- Presentation has mistakes in attention to the details of specific performance conventions

3

- Few ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes
- The presentation demonstrates an inadequate focus and thesis
- Presentation demonstrates inadequate evidence of organization
- Presentation has insufficient attention to the details of specific performance conventions

2

- Most ideas in the presentation are not clearly expressed
- The presentation demonstrates insufficient focus and a poorly defined thesis
- Presentation demonstrates insufficient evidence of organization
- Presentation has multiple mistakes in attention to the details of specific performance conventions

1

- Expression of all ideas in the presentation is unclear
- The presentation demonstrates little focus and lacks a thesis
- Presentation demonstrates little evidence of organization
- Presentation has no attention to the details of specific performance conventions

This model is an analytic rubric. It separates the skills a student possesses into three dimensions: knowledge, reasoning, and communication. The three dimensions are interrelated. They overlap to show what students know and what they can do. Each dimension of the rubric is divided into six levels. Each level is defined by several criteria which reflect a student's abilities and skills. Collectively, Levels 6, 5, 4 are designed to differentiate among students whose knowledge, reasoning, and communication skills are developed. Collectively, Levels 3, 2, 1 represent a student's knowledge, reasoning, and communication skills that are still developing. Level 6 represents work of a student who exhibits the most developed skills; Level 1 represents the work of a student with the lowest level of developing skills.

The gap between Level 3 and Level 4 is wider than the gap between any of the other levels because it differentiates between a student whose skills are still developing and a student whose skills are developed.

An analytic rubric is especially appropriate and useful for assessment in the social sciences. Teachers know that their students may perform at a more or less developed level in one dimension than in another. For example, a student may perform at Level 6 in knowledge, at Level 5 in reasoning, and at Level 3 in communication. An analytic rubric allows teachers to take these differences into account when assessing their students.

Dimension 1: Knowledge

Knowledge of evidence from the social sciences: facts/supporting details; themes/issues; and concepts/ideas

Knowledge of evidence is basic to the social sciences. Students who have developed knowledge -- Levels 6, 5, 4 -- are able to demonstrate their ability to identify, define, and describe key concepts, themes, issues, and ideas; they show their awareness of the connection between key facts and supporting details; and they are accurate in their use of facts and details. The levels are differentiated by the degree to which students can demonstrate their knowledge, that is, by being thorough, inclusive, and accurate.

Similarly, students who are developing knowledge -- Levels 3, 2, 1 --- are unable to demonstrate their ability to identify, define, and describe key concepts, themes, issues, and ideas; they show an inadequate awareness of the connection between key facts and supporting details; and they are largely inaccurate in their use of facts and details.

> *"The thing that surprised me about alternative assessment was the variety of ways students showed me what they know."*
> Field Test Teacher

Dimension 2: Reasoning

Analysis, evaluation, and synthesis of evidence.

While facts are the essential starting point for demonstrating ability in the social sciences, a student must also be able to demonstrate the ability to reason. Reasoning makes facts, issues, and concepts meaningful. When reasoning occurs, a student is engaged in the content and develops a deeper understanding of the subject. Reasoning involves translation, interpretation, application, analysis, synthesis, and evaluation of information. These reasoning processes require students to discover relationships among facts and generalizations, values and opinions. Reasoning abilities and skills also include accessing, classifying, and applying information to provide a solution to a problem, to make a judgment, or reach a logical conclusion.

A student with developed reasoning ability must be able to organize evidence and select and apply an appropriate method for analysis, evaluation, and synthesis. To analyze and evaluate evidence effectively, whether that evidence is presented in a printed document, a song, poem, picture, or statistical table, a student must ask relevant questions.

These questions encompass the traditional five questions: who, what, where, when, and why.

A student with developed reasoning abilities also uses critical thinking skills and habits of mind to evaluate evidence. (See Figures 2 and 3.) These thinking skills and habits of mind include comparing and contrasting, identifying causes and effects, developing and recognizing alternative solutions, showing relationships among concepts, recognizing bias, separating fact from opinion, identifying inconsistencies in logic, avoiding present-mindedness, and maintaining an empathetic attitude toward the people under study. These habits of mind and thinking skills demonstrate not only what students know; they also reveal aspects of the student's intellectual character. Students who possess habits of mind display self-discipline as a thinker. They help students acquire the habit of inquiring into social science content and engaging in discourse about their inquiry. Students with well developed thinking skills and habits of mind create projects with care and thoroughness.

While all developed students must be able to reach an informed conclusion, there are several ways to differentiate between students' reasoning skills at Levels 6, 5, and 4. Differentiation among these higher levels is a matter of the degree to which a student can identify and logically organize evidence and then select and apply an appropriate method for analyzing, evaluating, and synthesizing evidence. Students can also be differentiated by their ability to incorporate critical thinking skills and habits of mind in their process of reasoning. For example, a student at Level 6 will analyze and evaluate the evidence from a variety of perspectives; a student at Level 4 will use only one perspective, but one that is still sufficient to evaluate the evidence.

Students who are developing their ability in reasoning show important deficiencies. They fail to orga-

nize information for proper analysis and may omit evidence. A developing student may also select an inappropriate method for analyzing, evaluating, and synthesizing evidence. Students who are in the process of developing reasoning skills have difficulty thinking critically. For example, they may accept evidence at face value without subjecting it to any critical analysis or evaluation. Finally, the inability to reach a reasonable, informed conclusion is indicative of a student who is still in the developing stage.

"In the past I've always had trouble explaining to my students what I mean by reasoning and critical thinking. The reasoning dimension enables me to place more emphasis on higher levels of thinking. When I shared it with my students, they became aware of what I mean.

Field Test Teacher

Dimension 3: Communication

Demonstrate knowledge and reasoning through oral, written, visual, dramatic, or mixed media presentations

To be useful, a student's knowledge and reasoning must be communicated to a wider audience. Effective communication requires focus and organization. For example, in history, a student must have a clearly defined thesis and an organized narrative that tells what happened in an interesting and informed way. In the other social sciences, a student must be able to identify issues and concepts clearly, explain the various parts of a problem, and present possible resolutions.

The most important aspect of communication is the student's ability to express clearly his or her ideas. Clarity depends upon organization. A well-organized presentation includes a focus statement, supplies relevant examples to support main ideas, and offers conclusions based on evidence. Furthermore, an effective presentation, regardless of its type, provides evidence of a student's knowledge and reasoning processes.

The teacher, sometimes in conjunction with the student, establishes the context, or audience, for a student's presentation: an oral report presented to his or her classmates, a letter written to the newspaper, or an exhibit or model placed on display at a local business or historical society.

A student can select a variety of techniques to communicate his or her knowledge and reasoning skills. Each communication technique has its own conventions which teachers should take into account. For example, assessing an oral report may include such conventions as effective use of voice, gestures, eye contact, and use of visual aids. Assessing a student-made exhibit might include such conventions as the use of color, neatness, captions, and the selection of appropriate pictures, photographs, maps, and other materials.

A student who has developed ability in communication demonstrates knowledge and reasoning skills in a clear and organized fashion. The presentation will also take into account the appropriate conventions for the selected activity. A higher assessment, Levels 6, 5, 4, is determined by the degree of clarity and organization, the quality of illustrations and supporting examples, and the power of the conclusion. That is, the main ideas and reasoning processes are focused, well developed, and clearly articulated in the student's presentation. Finally, a presentation at the highest level of development meets all the convention standards for the type of activity the teacher assigns or the student selects.

A student who is developing his or her communication skills lacks the ability to present knowledge and reasoning clearly and effectively in an organized presentation. That is, a student who is still developing cannot successfully provide a thesis or a focus statement, or convey information through examples that support and elaborate a main idea, or present an informed conclusion. Lastly, a developing student neglects the details of the performance convention that he or she has selected as a means to communicate knowledge and reasoning. The difference between students performing at Levels 3, 2, or 1 is a matter of degree in each of the criteria.

"I was pleasantly surprised by the degree of imagination the kids used during these activities for assessment, especially in the communication dimension."

Field Test Teacher

FIGURE 2
CRITICAL THINKING SKILLS

- Identifying central issues
- Making comparisons
- Determining relevant information
- Formulating appropriate questions
- Expressing problems
- Distinguishing fact from opinion
- Recognizing bias
- Distinguishing false from accurate images.
- Analyzing cause and effect
- Drawing conclusions
- Identifying alternatives
- Testing conclusions
- Predicting consequences
- Demonstrating reasoned judgment

FIGURE 3
HABITS OF MIND FOR KNOWLEDGE, REASONING, AND COMMUNICATION

- Understand the significance of the past and the present to their own lives and to the lives of others
- Distinguish between the important and the inconsequential
- Perceive events and issues as they were experienced by people at the time
- Understand how human intentions matter
- Comprehend the interplay of change and continuity
- Realize that all problems may not have solutions
- Appreciate the often tentative nature of judgments
- Recognize the importance of indviduals who have made a difference
- Appreciate the force of the nonrational, the irrational, and the accidental in human efforts
- Understand the relationship between people, time, and place as the context for events
- Recognize the difference between fact and conjecture
- Use evidence to frame useful questions

Each sample assessment activity has been developed with the Illinois State Goals for Learning in the Social Sciences in mind.

The five state goals for students in the social sciences are:

Goal 1. Understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States.

Goal 2. Understand and analyze events, trends, personalities, and movements shaping the history of the world, the United States, and Illinois.

Goal 3. Demonstrate a knowledge of the basic concepts of the social sciences and how these help to interpret human behavior.

Goal 4. Demonstrate a knowledge of world geography with emphasis on that of the United States.

Goal 5. Apply the skills and knowledge gained in the social sciences to decision making in life situations.

The sample activities in this guide include content in each of the goals from United States History, World History, Civics and Government, Geography, and the other Social Sciences. The titles of the sample activities are listed in Figure 4. Most of the activities are individual assessments; some involve cooperative work. The activities located at the beginning of the list will take about one class period. They can be administered any time after the content has been taught: immediately after a lesson, at the end of a unit of instruction, or as part of a semester examination. The activities located near the end of the list will take longer periods of time to complete. For example, they include activities that require out-of-class research and extensive preparation leading to the completion of a project.

"The rubric was beneficial in targeting students' strengths and weaknesses. I used it to help students recognize how they could improve."

Field Test Teacher

TEN KEYS TO SUCCESSFUL ALTERNATIVE ASSESSMENT

FIRST. Remember that curriculum, instruction, and assessment are inextricably linked. As you choose assessment activities for your class, ask yourself these important questions.

- Does the activity match my teaching goals?
- Does the activity adequately reflect the content and skills I expect my students to learn?
- Does the activity enable my students to demonstrate both their abilities and progress?
- Is the activity meaningful and engaging to students so they will be motivated to show their capabilities?

SECOND. Students will require practice and coaching to complete particular kinds of activities if they have not experienced them during the school year.

THIRD. Teachers will also need to practice using the rubric, particularly if they are using new teaching strategies and assessment techniques.

FOURTH. The sample activities are intended to be flexible. Because the activities were created, reviewed, and field tested by other teachers, they may require some modification to meet the needs of your students. Therefore, do not feel restricted by the directions on any given activity if you will learn more about your students' abilities and skills by altering it.

FIFTH. Read the "Note to the Teacher" (pages 53-56 of this guide. The Note suggests ways to adapt the activity to similar lessons or units. For example, an activity that focuses on topics from United States history can be adapted for a World History course by changing the names of historical figures or episodes as appropriate for individual lessons and courses.

SIXTH. In many of the activities, the directions to the student include the phrase, "In a written, oral, or dramatic presentation...." Again, feel free to select or adapt the type of performance that is best suited to your students.

SEVENTH. Alternative assessment activities are not necessarily a replacement for objective tests. Objective tests are an efficient way to assess students' knowledge of discrete facts and are easy to score. Each teacher can strike the appropriate balance in their classes between objective tests and alternative assessment activities.

EIGHTH. Many teachers will want to assign traditional letter grades that roughly correspond to the levels on a rubric: an A for the highest level; an F for the lowest level. Teachers, students, and parents understand grades while "levels of performance" may be unfamiliar terminology. The model rubric in this guide is designed to prevent an easy translation of levels of performance into grades. While some teachers may use the rubric to assign a grade, others may use a combination of graded assignments and alternative assessment activities to indicate a student's standing and progress in a course.

NINTH. Alternative assessment activities lend themselves to integrated learning and interdisciplinary teaching techniques. More emphasis is currently being placed on these teaching and learning strategies in many school districts. The State Goals for Learning in all of the subject areas are listed in Figure 6.

TENTH. The bibliography at the end of this publication provides a list of readings for teachers who are interested in learning more about assessment in the social sciences.

KNOWLEDGE

Knowledge of evidence from the social sciences: facts/supporting details; themes/issues; and concepts/ideas

Developed

6
- Key concepts/themes/issues/ideas are thoroughly identified, defined and described
- Significant facts/supporting details are included and accurately described
- Has no factual inaccuracies

5
- Key concepts/themes/issues/ideas are considerably identified, defined, and described
- Facts/supporting details are included
- Has only minor factual inaccuracies

4
- Key concepts/themes/issues/ideas are partially identified, defined, and described
- Some facts/supporting details are included
- May have a major factual inaccuracy, but most information is correct

Developing

3
- Some key concepts/themes/issues/ideas are identified, defined, and described
- Few facts/supporting details are included
- Has some correct and some incorrect information

2
- Few key concepts/themes/issues/ideas are identified, defined, and described
- Facts/supporting details are not included
- Information is largely inaccurate or irrelevant

1
- Key concepts/themes/issues/ideas are not identified, defined, and described
- Facts/supporting details are not included
- Information is inaccurate or absent

REASONING

Analysis, evaluation, and synthesis of evidence

6

- Identifies and logically organizes all relevant evidence
- Uses appropriate and comprehensive critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence
- Reaches informed conclusions based on the evidence

5

- Identifies and logically organizes most of the relevant evidence
- Uses appropriate and critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence
- Reaches informed conclusions based on the evidence

4

- Identifies and organizes some of the relevant evidence
- Uses partial critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence
- Reaches informed conclusions based on the evidence

3

- Identifies some of the relevant evidence but omits other evidence
- Uses incomplete critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence
- Reaches incomplete conclusions based on the evidence

2

- Identifies little relevant evidence and omits most of the evidence
- Uses unclear or inappropriate critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence
- Reaches inaccurate conclusions based on the evidence

1

- Important evidence relevant to the problem is not identified
- Critical thinking skills and habits of mind are absent
- Conclusions are lacking or unclear

COMMUNICATION

Demonstrates knowledge and reasoning through oral, written, visual, dramatic, or mixed media presentation

Developed

6	• All ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes • The presentation is well focused with a well-defined thesis • Presentation shows substantial evidence of organization • Presentation shows attention to the details of specific performance conventions
5	• Most ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes • The presentation demonstrates a focus and thesis with minimal narrative gaps • Presentation shows sufficient evidence of organization • Presentation has minor mistakes in attention to the details of specific performance conventions
4	• Some ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes • The presentation demonstrates a focus and thesis with several narrative gaps • Presentation demonstrates adequate evidence of organization • Presentation has mistakes in attention to the details of specific performance conventions

Developing

3	• Few ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes • The presentation demonstrates an inadequate focus and thesis • Presentation demonstrates inadequate evidence of organization • Presentation has insufficient attention to the details of specific performance conventions
2	• Most ideas in the presentation are not clearly expressed • The presentation demonstrates insufficient focus and a poorly defined thesis • Presentation demonstrates insufficient evidence of organization • Presentation has multiple mistakes in attention to the details of specific performance conventions
1	• Expression of all ideas in the presentation is unclear • The presentation demonstrates little focus and lacks a thesis • Presentation demonstrates little evidence of organization • Presentation has no attention to details of specific performance conventions

FIGURE 4
SAMPLE ASSESSMENT ACTIVITIES IN THE SOCIAL SCIENCES

The following section of this publication includes sample activities that teachers can employ to assess their students' knowledge, reasoning ability, and communication skills in the social sciences. The activities and the rubric for assessing student performance were reviewed in the Fall of 1994 and the Winter of 1995 by a committee of twenty educators convened by Dr. John Craig, Assessment Consulant for the ISBE. The sample activities and the rubric were field tested by elementary, middle, and high school teachers who attended one of four regional workshops sponsored by the Illinois Council for the Social Studies in April, 1995. Approximately 2,500 students completed one or more of the activities.

TITLES

1. History and Government: Political Participation and Voting
2. History and Geography: Developing Countries
3. History: Colonial Diary
4. History: Famous Personalities I
5. History: Famous Personalities II
6. History: Cultural Encounter
7. Civics – Government: Separation or Shared Powers?
8. Civics – Government: The Political Spectrum
9. History and Government: American Political Philosophers
10. History and Sociology: Women of the Middle East
11. Psychology
12. Economics: Unlimited Wants and Scarce Resources
13. Sociology: A Study of Contemporary Life
14. History and Archaeology
15. History and Anthropology
16. History: The American West
17. History and Sociology: Women's Fashions and Social Roles
18. The Social Sciences: Why Are They Important?
19. History: Using Art To Understand the Past
20. History: Reacting To A Primary Source
21. Psychology: Working with Tables and Graphs
22. Psychology: Case Studies
23. Government: Writing To An Elected Official
24. U.S. History and Government: Rights and Responsibilities
25. U.S. History: Creating a Newspaper
26. History and Government: A Decision About Rights
27. Economics: Marketing A Soft Drink
28. History and Geography: Stamps
29. History and Geography: Making Decisions
30. History: Famous Illinois Citizens
31. History: Immigrants I
32. History: Immigrants II
33. History: An Evaluation of FDR's Domestic and Foreign Policy
34. Economics: Planning A Budget
35. Government: Types of Government
36. Government: A Political Campaign Simulation
37. Class Project: What is Government and What Should It Do? The Importance of Civic Life, Politics, and Government

FIGURE 5
SOCIAL SCIENCES

The matrix provided in Figure 5 indicates the relationship of an activity to one or more of the Illinois Goals for Learning in the Social Sciences. Some of the activities focus exclusively on one goal. Others, because of the inclusive nature of the social sciences, meet several of the state goals.

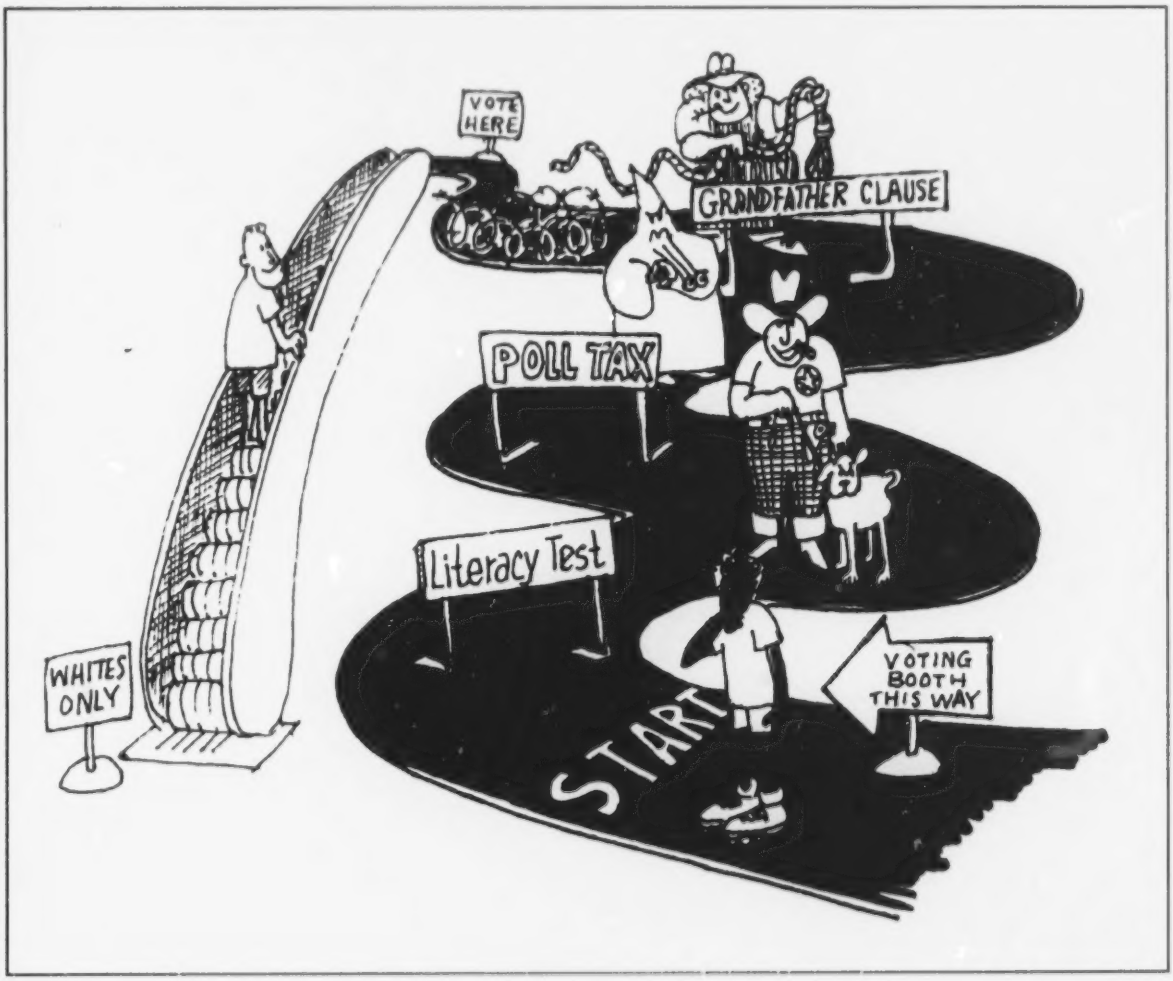
Matrix of Sample Assessment Activities and State of Illinois Goals for Learning in the Social Sciences

Activity	#1 Goal	#2 Goal	#3 Goal	#4Goal	#5 Goal
1. History & Government: Participation	●	●			
2. History and Geography: Countries		●		●	
3. History: Colonial Diary		●			
4. History: Famous Personalities I		●			●
5 History: Famous Personalities II		●			●
6. History: Cultural Encounter		●			
7. Civics – Government: Separation/Powers	●				●
8. Civics – Government: Political Spectrum	●				●
9. History & Goverment: Philosophers	●	●			●
10. History & Sociology: Women/Mid East		●	●		
11. Psychology			●		
12. Economics: Unlimited Wants & Resources	●		●		
13. Sociology: A Study of Contemporary Life			●		
14. History & Archaeology		●	●		
15. History & Anthropology		●	●		
16. History: The American West		●			●
17. History & Sociology: Women's Roles		●	●		
18. The Social Sciences: Why Important?			●		●
19. History: Using Art To Understand the Past		●	●		●
20. History: Reacting To A Primary Source		●			●
21. Psychology: Tables and Graphs			●		●
22. Psychology: Case Studies			●		
23. Government: Writing An Elected Official	●				●
24. U.S. History & Government: R & R	●	●			●
25. U.S. History: Creating a Newspaper		●			●
26. History and Government: Decision/Rights	●	●			●
27. Economics: Marketing A Soft Drink	●				●
28. History and Geography: Stamps		●	●	●	●
29. History and Geography: Making Decisions		●		●	●
30. History: Famous Illinois Citizens		●			
31. History: Immigrants I		●			
32. History: Immigrants II		●			●
33. History: FDR's Domestic & Foreign Policy	●	●			
34. Economics: Planning A Budget	●				●
35. Government: Types of Government	●				
36. Government: A Political Campaign	●				
37. Class Project	●				

Section II

Use the cartoon on this page to react to this statement in a written, oral, or dramatic presentation:

"African Americans and White Americans have faced
similar problems when wanting to participate in politics."



The presentation should take into account the following questions: To what extent is the cartoon historically accurate? What does this cartoon say about the obstacles African Americans faced compared to White Americans? According to the cartoon, what is the most important way to participate in politics? Are there any obstacles today that prevent African Americans and White Americans from participating in politics?

#2 HISTORY & GEOGRAPHY:
DEVELOPING COUNTRIES

Developing countries experience a transition from a traditional to a modern society. Imagine you are visiting one of the developing countries of the world.

Reproduced below are the two sides of a postcard you might send to your family or friends at home. Identify the country you are visiting. On the front of the card, draw a scene of what you might see while visiting that country. The scene should include elements of both a traditional and a modern society. On the back of the card, write a message describing the scene and presenting a few facts about the country.

Part A

Country _____

Front

Back

Part B In a written or oral presentation explain why you included the objects in the scene.

Imagine you are a colonist in 17th century Jamestown, Virginia or in Plymouth, Massachusetts. You are keeping a diary in which you record such events as the arrival of a new ship, the relations with natives, the planting of crops, your diet, and other everyday events.

In written, oral, or dramatic form, describe one day's entry in the diary.

#1 HISTORY:
FAMOUS PERSONALITIES I

One of the most important aspects of applying for many jobs is the preparation of a resume and a letter of application. A resume is a brief outline of the most important aspects of a person's life. It is designed to make a person attractive to a prospective employer. A typical resume includes: 1) the person's name and address; 2) the title of the job he/she is seeking; 3) an outline of the person's background and work experience; 4) past achievements; 5) a list of the person's strengths; and 6) the name of at least one person who is familiar with his/her abilities. A letter of application explains why a person is applying for a position and why he/she should be hired.

Part A:

Listed below are some individuals who have had an important influence in world history. Choose one name from the list and prepare a resume that describes the person at the high point of his/her career.

Christopher Columbus
Jean D'Arc
Mansa Musa
Martin Luther
Michelangelo
Richard the Lionheart

Part B:

Write a letter of application for the individual you chose. Explain why he/she is an outstanding choice for the job.

One of the most important aspects of getting many jobs is the interview. During an interview the employer finds out information such as the applicant's name and address and what position the person is seeking. The interviewer also asks the applicant questions about the following: 1) applicant's background and experience; 2) applicant's past achievements; 3) applicant's present goals; 4) how the applicant will help if hired; and 5) references who are familiar with the applicant's abilities.

Listed below are some individuals who have had an important influence in world history. Choose one name from the list and write a script for an interview which includes both the interviewer's questions and the applicant's responses. At the end of your presentation, explain why you would or would not hire the applicant.

Jane Addams

W. E. B. DuBois

John L. Lewis

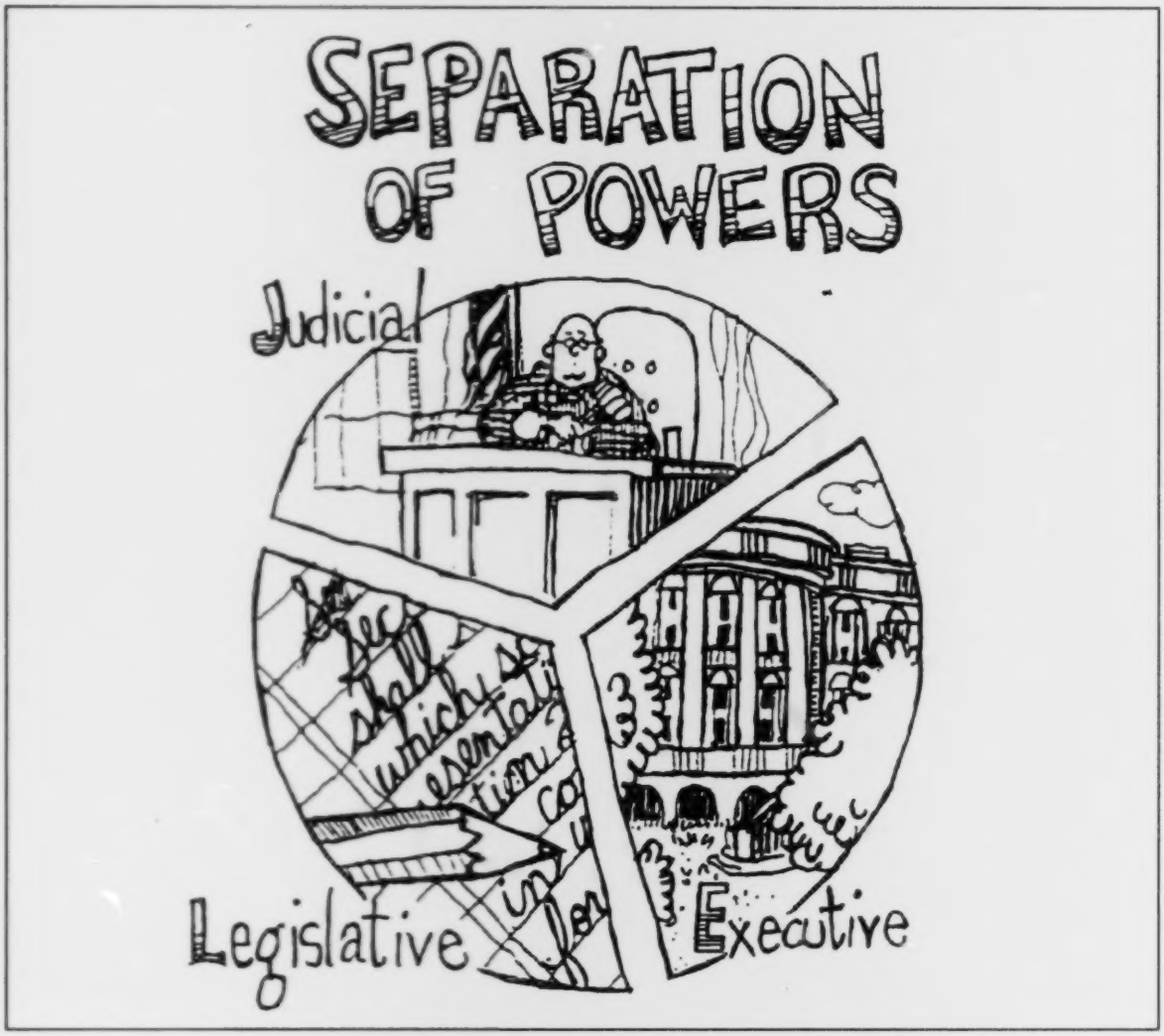
J. Phillip Randolph

Eleanor Roosevelt

#6 HISTORY:
CULTURAL ENCOUNTER

An important event in world history occurred in 1519 when the Aztec people of Mexico first encountered Europeans from Spain. In a written, oral or dramatic presentation, compare and contrast the two cultures. Consider the following aspects of the encounter:

social classes
leadership
religion
technology
relations with other peoples
values



The United States Constitution provides for **a separation of powers.** Examine the illustration on this page.

Write an essay, illustrate in a cartoon, or demonstrate with a dramatization the meaning and importance of separation of powers. In your presentation consider the following: What is separation of powers and why is it important? Give examples of separation of powers. Does our government have a separation of powers, or are the powers **shared powers**?

#8 CIVICS – GOVERNMENT: THE POLITICAL SPECTRUM

Here are a few issues on which American public opinion often disagrees: abortion, capital punishment, welfare, foreign aid, and drugs. You will be assigned to a group exploring one of these issues.

Below is a line called a political continuum.

<--->

Discuss with your group the following terms. Then write each term in the appropriate place on the continuum.

conservative
liberal
reactionary
moderate
radical

Each member of your group is to take one of the five positions on the continuum. In a panel discussion format, each member is to explain the position on one of the issues that a person with that particular point of view would hold.

HISTORY AND GOVERNMENT:
AMERICAN POLITICAL PHILOSOPHERS

The 1750s through the 1830s were a special time in American History. Such important individuals as Abigail Adams, Alexander Hamilton, Thomas Jefferson, James Madison, Mercy Otis Warren, and Mary Wollstonecraft lived at this time. Imagine one of these individuals was a time traveller who was able to visit the United States today.

In a written, oral, or dramatic presentation, describe a discussion you might have with one of these individuals. Your presentation should demonstrate your knowledge of the person's life and ideas. What observations and comments would the time traveller make about social and political conditions in America today?

#10 HISTORY AND SOCIOLOGY:
WOMEN OF THE MIDDLE EAST

Imagine that you are an ideal wife and mother living in the Middle East around 1900. In a written, oral, or dramatic presentation, develop a story about your life. Your presentation should demonstrate awareness and knowledge of traditional Middle Eastern customs and your religious beliefs.

The study of human behavior often involves the work of social scientists called psychologists. In a written, oral, or graphic presentation, explain what psychologists do and how their work contributes to an understanding of human behavior in society.

#12 ECONOMICS:
UNLIMITED WANTS AND SCARCE RESOURCES

The study of how people satisfy unlimited wants with scarce resources often depends upon the work of social scientists called economists. In a written, oral, or graphic presentation, explain what economists do and how their work contributes to an understanding of economic systems.

The study of contemporary life is conducted by social scientists called sociologists. In a written, oral, or graphic presentation, explain what sociologists do and how their work contributes to an understanding of society.

#24 HISTORY AND ARCHAEOLOGY

The study of history often involves the work of social scientists called archaeologists. In a written, oral, or graphic presentation, explain what archaeologists do and how their work contributes to an understanding of the past.

The study of history often involves the work of social scientists called anthropologists. In a written, oral, or graphic presentation, explain what anthropologists do and how their work contributes to an understanding of the past and the present.

HISTORY:
THE AMERICAN WEST

Imagine that you are living in 1850 and are heading to the American West in a wagon train. In a written, oral, or dramatic presentation describe:

where you will settle

your wagon and some of your important possessions and supplies

the major obstacles you have encountered on the way west

your plans when you reach the end of your journey

Be sure to explain in your presentation why you made the choices you did.

The role of women in America's society has changed dramatically since 1900. Your task is to make a series of five posters that show how the roles of women have changed. Each poster should represent roughly a twenty-year period beginning in 1900. Then in written or oral presentation, explain how your posters show the changing roles of women.

#13 THE SOCIAL SCIENCES: WHY ARE THEY IMPORTANT?

A famous Greek philosopher once said that the most important goal in life is "to know yourself." A study of the social sciences is one way to reach this goal. In a written, oral, or graphic presentation, explain how each of the following social sciences can help you "to know yourself."

History
Geography
Sociology
Anthropology
Political Science
Economics

This drawing is titled "Negro Migration." It shows an important part of African American history that began during World War I.

In a written, oral, or dramatic presentation, answer the following questions:

Where are the people in the scene coming from? What evidence in the picture supports your answer?

Where are the people going? What evidence in the picture supports your answer?

Why are the people going there? Why might they be leaving their homes?

What experiences did the people have when they reached their destinations?

"Negro Migration" (RG200) - Adapted from National Archives Teaching Unit: *World War I - The Home Front:*

BEST COPY AVAILABLE

#20 **HISTORY:**
REACTING TO A PRIMARY SOURCE

Assume Congressman John F. Carew represents you in the House of Representatives in Washington, D.C. He has written this letter to you and his other constituents. When this letter was written, the United States was a neutral nation not yet involved in World War I.

Your task is to write a response to Representative Carew's letter. In this letter you will either attack or defend Representative Carew's position about American citizens travelling abroad on foreign vessels. Be sure to address the following issues raised in the Congressman's letter on your response:

American citizens travelling abroad during a war

Treasonable activities during a war

The rights of the individual during a war

JOHN F. CAREW, M.C.
Tel. 1009 Plaza
311 East 57th Street
New York

Seventeenth District
New York

HOUSE OF REPRESENTATIVES.
WASHINGTON.

March 7, 1916

Sir:

As your Congressman I feel it my duty to write to you as follows:

Although it is one of the rights of an American Citizen to travel abroad upon the merchant ships of the belligerent nations in the present war, a right which neither the President nor Congress can or should surrender, it is a right the exercise of which to-day is entirely unnecessary and may possibly involve the Government and the people of the United States in serious diplomatic difficulties and may even in its consequences involve us in war.

I think that an American Citizen who travels on one of such ships is guilty of a treasonable disregard of the supreme patriotic duty which every man owes to his country, never to imperil her peace and happiness. So far as I am concerned I will be inclined to regard with indifference the fate of a man who disregards this warning.

COPY

If you have to go to sea, go in an American Ship. If you don't have to go, stay home. At all times and in all places do all you can to keep our beloved country out of danger. Remember your duties to your country as well as your rights.

"May Columbia ride safe through the Storm."

yours truly,

(signed) JOHN F. CAREW.

NATIONAL ARCHIES
World War I
Document 2

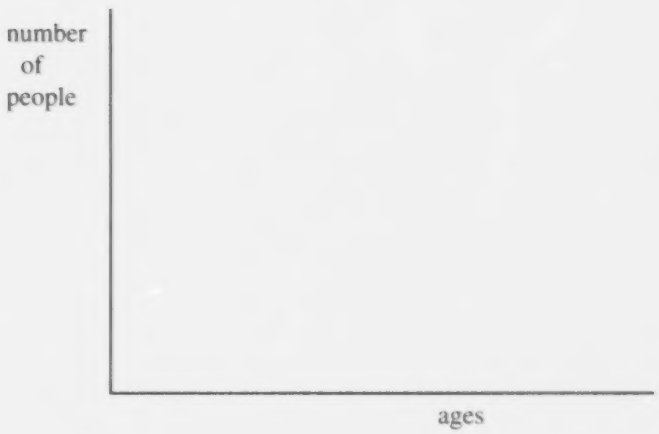
Social scientists often summarize data in tables and graphs.
Your first task: make a frequency distribution table and then graph the following data:

You are studying adolescent behavior. The ages of the members in the group are:

13	18	14
15	14	15
17	16	14
17	13	16
15	15	18
14	15	15
16	16	14
14	17	15
16	13	18
16	15	16

Frequency distribution

age	frequency



Second task: Design a research project about your school. Explain why age distribution is an important factor in your study of adolescant behavior.

Dennis Jones, age ten, is often in trouble at school. Mrs. Joan Headman, a psychology student, offered to prepare a case study of the boy. Her case study appears below. After reading it, in an oral or written presentation, discuss whether this was a well-prepared case study. If you were a psychology student, how would you improve the study?

Report on Dennis Jones

Dennis is a terrific kid who is a bit of a prankster. He has been getting into trouble in school, so I interviewed him on three occasions to try to find out why he misbehaved.

He says his teacher doesn't like him and that he yells at him for such little things as getting out of his seat or making bathroom noises. I think Dennis is right. The teacher lacks an appreciation of Dennis' sense of humor and seems to pick on him. I think Dennis is funny and that the teacher should lighten up.

Dennis says his classmates sometimes tease him. Once he got fed up and threw his lunch tray at them. The lunchroom supervisor sent him to the principal. I think the supervisor overreacted. After all, if Dennis didn't take any action, the teasing would likely continue.

Dennis gets along fine with his family. He has a close relationship with his mother and brother. He told me he loves them and they love him.

Dennis' school problems seem related to the fact that most of the adults at the school dislike him. The time he pulled the false fire alarm was because the teacher had assigned him an after-school detention.

I think Dennis is a fun-loving child who is misunderstood by the school personnel. At our last session, he hugged me and said "I love you, Mrs. Headman." I'll treasure that moment forever.

#23 GOVERNMENT:
WRITING AN ELECTED OFFICIAL

The government of the United States is often described as a "representative government." The men and women we elect represent us. One of the ways the voters let their representatives know how they feel about issues which are important to them is to write letters.

Your task is to write a letter to one of your elected officials. In your letter, limit yourself to one issue that concerns you. Make sure you are addressing the appropriate level of government that has jurisdiction over this issue. For example, if you are concerned about local bus transportation, write an official in local government. If you are writing about a state issue like the scheduling of state championships, address your letter to a state official. If the issue is national in scope, for example, immigration policy, write to one of your two United States senators or to your congressional representative.

U.S. HISTORY AND GOVERNMENT:
RIGHTS AND RESPONSIBILITIES

Americans enjoy many rights of citizenship guaranteed by our Constitution. Along with the rights and privileges of citizenship go certain responsibilities. Below is a partial list of rights granted to American citizens:

1. freedom of speech
2. freedom of the press
3. right to vote
4. right to assembly

Your task is to prepare a written, oral, graphic presentation. Choose two of these rights and describe the personal responsibilities accompanying them. Are those responsibilities voluntary or involuntary? Include in your presentation a discussion of whether there is a need to sometimes limit an individual's rights.

U.S. HISTORY:
CREATING A NEWSPAPER

Listed below is a group of famous people:

Anne Hutchinson

John Marshall

Chief Joseph

Booker T. Washington

Woodrow Wilson

Your task is to create a front page of a newspaper that reflects the significant events of this person's life. Include a feature story which highlights the key event of the person's life. Your front page should also include an editorial that expresses your opinion on one key aspect of the person's life. Include a classified advertisement, a sports and entertainment column, or a cartoon that illustrates the time and place in which the person lived.

Imagine the following situation:

You are watching television when an "alien" form appears on the screen. The alien states that all of earth and its inhabitants are now under the control of aliens. The alien informs you that all forms of communication have been taken over.

The alien continues with this statement: "Americans believe rights are important. The United States Constitution and the Bill of Rights guarantee many rights. As aliens, we are going to take away all of your rights *except for one."*

Below is a list of ten rights. You have the right to:

Petition the Government
Have a Lawyer
Freedom of Speech
Freedom of Religion
Peaceably Assemble
Freedom of the Press
Bear Arms
Trial By Jury
A Speedy and Public Trial
Freedom from Unreasonable Searches and Seizures

Decide which right you think is most important -- the right you would *never* want to give up or lose. Explain why the right you have chosen is the most important. You may present your explanation in a cartoon, essay, dramatization, oral report, or any other medium agreed upon with your teacher.

ECONOMICS:
MARKETING A SOFT DRINK

Your company has put you in charge of its marketing campaign for a new soft drink. Prepare a presentation that demonstrates your marketing strategy and ideas for the company's Board of Directors. Your presentation should explain how the strategies you developed will make the new product successful. Begin by naming the beverage, designing the container, and drawing a logo. Then, explain to the Board of Directors the following:

how you will target consumers

how you will determine the price

what you will emphasize in a 30 second advertising spot.

HISTORY AND GEOGRAPHY:
STAMPS

Imagine that you are the chairperson of a committee that makes recommendations for the United States Postal Service regarding new stamps. Make a series of three posters with your recommended new stamp designs. Then in a written or oral presentation explain why you chose the particular person, place, object, or event that is to be represented in the stamps.

#29 HISTORY AND GEOGRAPHY: DECISIONS

Imagine you live in London, England in the year 1720. You have visited the Massachusetts Bay and Chesapeake Bay colonies in the Americas for the last 50 years. You have a reputation as an expert on the English colonies because you know about the changes that have occurred in both places.

A family quite close to you has a daughter who wants to leave her family and settle in the Americas. The family is concerned about their daughter because it knows only rumors about Massachusetts Bay and Chesapeake Bay. The family has asked you to advise their daughter regarding opportunities, difficulties, and conditions in both areas.

Role play or write a letter convincing the daughter to choose one area over the other as a place of settlement.

The following list includes individuals who are associated with Illinois history. They made significant contributions to their respective fields of literature, architecture, business, social reform, and politics. They also have been involved in events, trends, and movements that have shaped the history of the United States and the world.

Jane Addams

Betty Friedan

Abraham Lincoln

Cyrus McCormick

Upton Sinclair

Louis Sullivan

Your task: describe in an oral report, demonstrate in a dramatization, or illustrate in a poster a significant contribution one of these people made to his or her field. Your presentation should explain your reasons for selecting the individual. It should also explain why the individual made an impact on Illinois, the United States, and the world.

#31 HISTORY: IMMIGRANTS I

Many immigrant groups have been involved in events, trends, and movements that have shaped the history of the United States and the world. Your task: describe in an oral report, demonstrate in a dramatization, or illustrate in a poster, the significant contributions made by an immigrant group. Your presentation should explain why you selected the immigrant group. It should also explain why the group had an important impact on the history of Illinois, the United States, and the world.

HISTORY: IMMIGRANTS II

Each year, thousands of people from all parts of the world emigrate to the United States. During much of our history, few legal restrictions were placed on immigrants who hoped to enter the United States. Beginning in the 1880s, restrictions were placed on immigrants. Some immigrant groups were excluded; other groups were limited to specific numbers per year.

Your task is to write an essay about recent immigration. In your essay refer to the experiences of immigrant groups in the past year. Based on their experiences, explain your reasons for deciding whether immigration should be restricted or not.

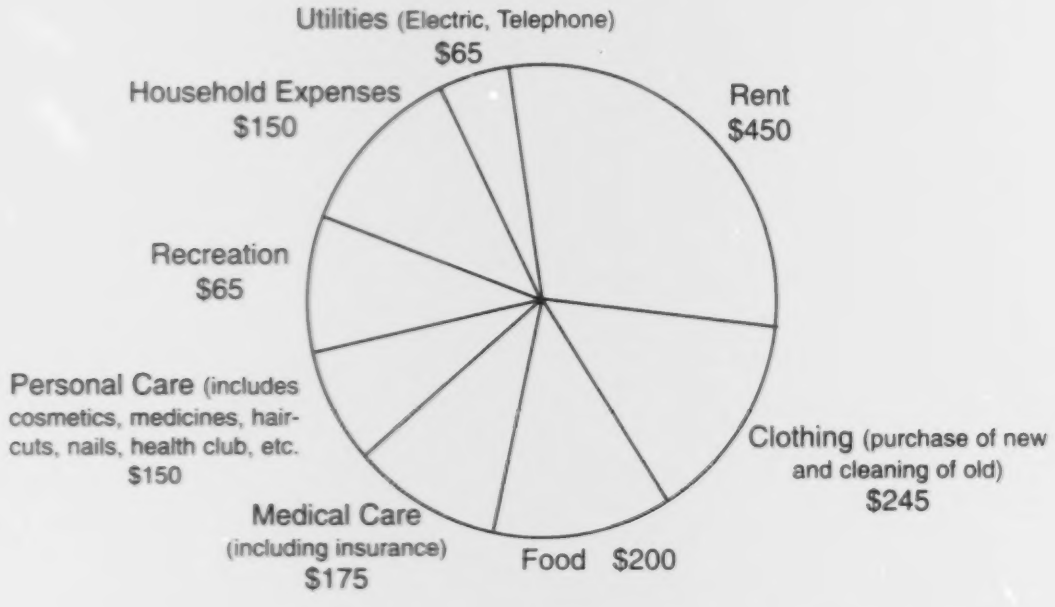
#33 HISTORY:
AN EVALUATION OF FDR'S DOMESTIC AND FOREIGN POLICY

Franklin D. Roosevelt was president during the Great Depression and World War II. During his presidency, he created domestic and foreign policies. Some of his policies were praised; others were criticized.

Imagine you are a member of F. D. R.'s cabinet. The purpose of the meeting is to evaluate FDR's domestic and foreign policies. Make some predictions about how F. D. R.'s policies might affect the next generation of American citizens.

Your job provides you with an income of $18,000 a year. Your present monthly budget is shown in the graph below.

MY MONTHLY BUDGET



TOTAL $1,500

You have decided to buy a new car. The dealer is willing to sell you the car you want if you can make the $199 monthly payments. You do not, however, want the purchase of a car to change your present lifestyle too much.

Develop a new budget that will allow you to buy the car while still maintaining nearly the same standard of living you now have. In your answer, explain specifically how you would reallocate your resources and why you made the changes you did. Describe the part(s) in your budget where you will take the money for your car. Keep in mind that some of your expenses, housing and medical care, for example, are fixed expenses. They cannot be changed.

GOVERNMENT:
TYPES OF GOVERNMENT

It is important for all citizens in a democracy to know the basic difference between constitutional and non-constitutional governments. Distinguishing characteristics are limited government and unlimited government.

DIRECTIONS:

Read the descriptions of limited government and unlimited government. Then apply what you know about limited and unlimited governments to the questions below.

Limited Government

In the United States, the powers of government are limited. A limited government is a constitutional government. A **limited government** makes sure that leaders of government do not misuse the powers they have been given. It insists that all people, including people in authority such as the president and members of the congress, obey the laws. A limited government has effective controls over the power of people in authority and protects the rights of individuals.

Unlimited Government

An **unlimited government** includes authoritarian and totalitarian governments. Under authoritarian systems, all power is concentrated in one person or a small group. People who live under an authoritarian system do not have an effective way to restrain the power of the rulers. Totalitarian governments regulate every part of the lives of individuals.

An unlimited government is a non-constitutional government. An unlimited government does not have effective controls over the power of its rulers. The people in authority cannot be easily removed from office by peaceful and legal means.

1. Characteristics of Limited Government and Unlimited Government

What is one of the most important characteristics of a **limited government**?

What is one of the most important characteristics of an **unlimited government**?

2. Examples of Limited and Unlimited Governments

What is a historical *example* of a **limited** government?

What is a historical *example* of an **unlimited** government?

What is a current *example* of a **limited** government?

What is a current *example* of an unlimited **government**?

3. Civil Society and Limited Government

Civil Society

An important way individuals can influence leaders of government is to participate in elections and vote.

Give an example of how an individual can influence leaders of government during an election.

Voting and elections are ways individuals can influence leaders of government. Individuals can also influence leaders because the United States has a civil society.

A **civil society** provides people with opportunities to associate with each other for social, religious, political, economic, and cultural purposes. The opportunities of a civil society allow individuals to join organizations. A civil society lets individuals associate and be members of non-governmental organizations such as family, friendships, unions, and business enterprises. Through associations with others, individuals influence leaders of government.

Explain how association in a union or business enterprise can influence leaders of government.

Explain the role of civil society in limited and unlimited governments. How do the resources of civil society maintain a limited government?

4. Relationship of Limited Government to Freedoms

Below is a list of personal freedoms. Explain why limited government is important for the protection of personal rights. What would happen to your personal rights if government were not limited?

enjoy the privacy of your home
practice the religion of your choice
believing what you wish

Below is a list of essential political freedoms. Select one of the freedoms and explain the relationship of limited government to the political freedom. What would happen to this political freedom if government were not limited?

freedom of speech
freedom of press
freedom of assembly

Below is a list of economic freedoms. Select one of the freedoms and explain the relationship of limited government to the economic freedom. What would happen to this economic freedom if the government were not limited?

freedom to enter into contracts
freedom to choose one's own employment
freedom to own and sell property
freedom to engage in a business

GOVERNMENT:
A POLITICAL CAMPAIGN SIMULATION

This is a class project in which you will become actively involved in the campaign for the presidency of the United States by organizing, joining, and working for a political party.

Step 1: You will be asked to express your choice for President. Those of you who have a common preference for a candidate for president will form political parties. You may call yourselves Democrats, Republicans, or another name of your choosing.

Step 2: Each party will choose a chairperson to direct party activities and speak on its behalf. The party will be responsible for conducting an in-school campaign designed to rally support for your candidate in a mock school election.

Step 3: Each party must draft a party platform by researching the basic issues and positions as stated by your candidate. These positions should be stated in a way that makes it relevant and meaningful to other students. Once a platform is agreed upon by all members of the party, a written draft should be drawn up.

Step 4: You will be assigned a classroom to organize as a party headquarters. The room should be decorated with a banner identifying the party, candidate, and an original slogan. Campaign posters and literature, either secured from the local party organization or produced by you, should be displayed.

Step 5: Each party is to prepare an advertising and public relations campaign. The campaign can include political cartoons and video and or audio "spots" for the candidate that you have produced. Posters should be prepared for display around the school.

Step 6: Your teacher will schedule a pre-election assembly to be held a few days prior to the school election. The purpose of the election is to remind other students of the upcoming election and of the choice they will make. The video spots could be presented at this time.

Step 7: The student presidential election will be scheduled by your teacher. The party spokepersons should appoint an election committee which should be in place at least two weeks prior to the school election. The committee's responsibility is to design and produce the ballot to be used in the election and decide the manner of conducting the elections. Usually the school election is held the day prior to the national election with the election results announced before the end of that school day.

Step 8: You will be involved in an analysis of the school campaign and the results of the school and national election. The analysis can be in the form of an oral or written presentation or panel discussions or a combination of these. The focus of the analysis might include:

What part of the campaign was most effective?

What part of the campaign was most ineffective?

What should be done differently if the campaign were to be run again?

What did the school campaign focus on most: issues, personalities or emotions?

How did the school campaign compare and contrast with the national campaign in terms of issues, personalities and emotions?

What effect did the school campaign have in influencing students' thinking and voting?

How did the results of the school election compare with local, state, and national results?

How would you account for any differences?

CLASS PROJECT: #57

WHAT IS GOVERNMENT AND WHAT SHOULD IT DO: THE IMPORTANCE OF CIVIC LIFE, POLITICS, AND GOVERNMENT

PRODUCT TO BE DESIGNED: A Practical Guide To Important Principles of American Government

INTENDED AUDIENCE: Immigrants, Foreign Business People, Foreign Students, Foreign Travellers

PURPOSE OF ASSIGNMENT: This project will be both a practical and creative way for you to show that you understand (a) what American Government is and (b) what American Government does. You are to explain the essential characteristics of American government principles so the reader will know about the United States, the state of Illinois, and other nations of the world.

WHAT THE GUIDE LOOKS LIKE: This Practical Guide should:

Be in the form of a Book
Have an attractive Cover with a Title
Include a Table of Contents
Cite Research that is used for the guide
Be Typed

CONTENT REQUIREMENTS: This Practical Guide provides important information to your readers regarding the following aspects of government: (a) What American Government Is and (b) What American Government Does.

Below are 12 possible chapter titles for the practical guide. You are assigned to a group. Each group is responsible for completing one or more of the chapters of the book. Each chapter provides information about an important characteristic of American government. You are responsible for the following:

1. To define and describe the characteristic clearly and accurately.
2. To provide examples of the characteristic of government.
3. To include at least one visual aid representing the main idea of the chapter: chart, graph, cartoon, picture.
4. To explain if the characteristic is part of Illinois government. If so, how? If not, why not?
5. To explain if the characteristic is part of another nation's government.

PRACTICAL GUIDE TO AMERICAN GOVERNMENT

Chapter I:	What Is Civic Life and Why Is It Important?
Chapter II:	Why Is Politics Necessary?
Chapter III:	What Are the Purposes of Government?
Chapter IV:	Limited and Unlimited Governments: Who Has Power and Authority and Why?
Chapter V:	What Is the Rule of Law?
Chapter VI:	Why Is a Civil Society Important To Government?
Chapter VII:	What Is the Relationship Between Limited Government and Personal, Political, and Economic Freedoms?
Chapter VIII:	What Are the Purposes and Uses of Constitutions?
Chapter IX:	What Conditions Must Exist For A Constitutional Government to Flourish?
Chapter X:	What Are Shared Powers and Parliamentary Systems: What Do We Have In the U.S. and Why?
Chapter XI:	What Are Confederal, Federal, and Unitary Systems?
Chapter XII:	What Is the Nature of Representation?

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1. History and Government: Political Participation and Voting
This activity is appropriate after a unit on the Gilded Age or a unit on the 1960s. It is also appropriate after studying voting rights.

2. History and Geography: Developing Countries
This assessment activity provides a blank postcard for students to draw a scene and write a message. You may prefer to have students create their own postcard, one that is considerably larger. You may also want to provide more structure for this assessment activity. For example, you might direct students to focus on buildings or people as part of the scene.
Part A assesses the knowledge and communication dimensions of the rubric. Part B assesses the reasoning dimension.

3. History: Colonial Diary
This activity assesses the knowledge and communication dimensions of the rubric. To ensure assessment of the reasoning dimension, you may do one of the following: require students to explain why particular events of the day were chosen over others, or compare the experience with a person of a different social class.

4. History: Famous Personalities I
This activity could easily be adapted for other periods of history. Be sure to emphasize to students that the resume should include all sub parts listed. You may want to link this activity with Famous Personalities II.

5. History: Famous Personalities II
This activity is easily adapted to any time period and any personality. You may want to have students role-play the interview.

6. History: Cultural Encounter
You might make this a group assignment in which each number of the group is given responsibility for one aspect. You might expand the activity by asking students to explain what each side gained or lost from the encounter.

7. Civics – Government: Separation or Shared Powers?
This assessment activity can be used immediately after students have studied a unit on powers of government. You may prefer to use this assessment activity at any time during the year as students apply this important concept of government to new units of study.

8. Civics – Government: The Political Spectrum
You may want to expand the list of issues. A variation would be to have one student present all five positions on the continuum for an issue. A follow-up activity might be to have each student explain his/her position on an issue(s).

9. History: American Political Philosophers
This activity can be adapted for different time periods. For example, you might have the time traveller observe and comment on events and ideas in 1900, 1963, or 1974.

10. History and Sociology: Women of the Middle East
This is an open-ended assignment. You may want to provide more structure by telling students to include categories such as diet, clothing, veiling, gender issues, daily routines, social role, and status.

11. Psychology
This is a basic activity to assess students' understanding of what psychologists do and the role psychology plays in the social sciences.

12. Economics: Unlimited Wants and Scarce Resources
This is a basic activity to assess students' understanding of what economists do and the role economics plays in the social sciences.

13. Sociology: A Study of Contemporary Life
This is a basic activity to assess students' understanding of what sociologists do and the role sociology plays in the social sciences.

14. History and Archaeology
This is a basic activity to assess students' understanding of what archaeologists do and the role archeology plays in the social sciences.

15. History and Anthropology
This is a basic activity to assess students' understanding of what anthropologists do and the role anthropology plays in the social sciences.

16. History: The American West
This activity could easily be adapted for other periods in United States history or world history. For example, students might be asked to imagine that they are living during the Crusades and are headed to the Holy Land. To assess their reasoning ability, be sure students explain why they made the choices they did.

17. History and Sociology: Women's Fashions and Social Roles
This activity can be adapted for a variety of presentation styles. For example, students might enjoy role-playing the lives of women in different times in history. It also lends itself to a group presentation.

18. The Social Sciences: Why Are They Important?
This is a basic activity to assess students' understanding of the various disciplines in the social sciences and how each contributes to helping them "know themselves." While it is designed as individual work, it can easily be adapted as a group activity.

19. History: Using Art To Understand the Past
This activity could easily be adapted for cooperative learning. The basic skill involved is picture analysis. While it is designed for use in United States history, using a different picture will make it suitable for world history, world cultures, geography, or any of the other social sciences.

20. History: Reacting To A Primary Source
This activity is designed to assess student learning after learning about World War I. It could be expanded by having students consider the three issues raised by the Congressman without making reference to the letter. Have students research the issues either individually or in groups. They could present their findings to the rest of the class in oral or written presentations. Then use the letter as an activity to assess whether the students can apply the knowledge they have learned.

21. Psychology: Working with Tables and Graphs
The chart-making aspect of this activity is easier than the application. You might want to have students work together to design the experiment.

22. Psychology: Case Studies
This activity stresses critical thinking skills. Students are asked to evaluate the case study by drawing conclusions, recognizing bias and determining relevant information.

23. Government: Writing To An Elected Official
You may want to give this activity more structure by asking students to express their opinion to elected officials on a specific issue you have identified. One of the skills being assessed is whether students recognize that there are at least three levels of government and that each has jurisdiction over different areas.

24. U.S. History and Government: Rights and Responsibilities
To make sure that this assessment is not a simple recall activity, emphasize to students that they must include the discussion about limiting individual rights.

25. U.S. History: Creating a Newspaper
This activity can easily be adapted to other periods of history. The editorial is essential to an assessment of reasoning ability. The activity lends itself easily to group work.

26. History and Government: A Decision About Rights
This activity could easily be adapted to group work. For example, create a panel in which each participant makes a case for a different right.

27. Economics: Marketing A Soft Drink
The student's explanation of the marketing strategy, pricing, and advertising campaign are important in assessing the student's ability to reason.

28. History and Geography: Stamps
This activity can be adapted by changing the activity to suggest the design of a public monument or a community mural.

29. History and Geography: Making Decisions
This activity can be adapted by selecting two alternative sites for analysis and comparison.

30. History: Famous Illinois Citizens
This activity can be adapted by selecting individuals who are prominent contemporary figures.

31. History: Immigrants I
This activity can be adapted by changing the directions to focus on labor or capitalists, or social or religious groups.

32. History: Immigrants II
This activity can be adapted by asking students to make decisions about admitting to the United States persons with contagious diseases, political refugees, or revolutionaries.

33. History: An Evaluation of FDR's Domestic and Foreign Policy
This activity can be given more structure by identifying each groups' member's role. For example, one student could describe the goals, accomplishments, and failures of the New Deal. A second student could discuss the war. A third student could assess the confrontation with the Supreme Court or discuss policies regarding women and minorities. The activity could be adapted to any presidential administration.

34. Economics: Planning A Budget
This activity can be adapted by changing the terms of the purchase or by changing the product and price.

35. Government: Types of Government
This extended activity is designed to assess students in two areas:

I. Goals
   A. To demonstrate understanding of limited and unlimited governments.
   B. To demonstrate an awareness of the relationship between limited government American freedoms.

II. Objectives
   A. To describe characteristics of limited and unlimited governments.
   B. To provide historical and current examples of limited and unlimited governments.
   C. To explain the relationship between a civil society and a limited government.
   D. To explain the relationship of limited government to personal, political, and economic freedoms.

36. Government: A Political Campaign Simulation
This is a class project that will take several weeks and much planning by both students and yourself. It can be very rewarding because it involves students in a variety of activities that require knowledge, reasoning skills, and effective communication

37. Class Project: What is Government and What Should It Do: The Importance of Civic Life, Politics, and Government This extended activity can be completed in stages, with the production of the various component parts monitored and assessed at each stage.

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Section III

ACTIVITY 1 Student Sample 1
Goals 1 and 2
Grade 11

This cartoon expresses how hard it was for blacks to vote in America. They were told that they could vote but then the white made so many different obstacles for the blacks to go through that voting was a major hassle. The only real obstacle White Americans faced was voter registration. Black Americans had to not only register but they had to pass a literacy test too. Poll taxes were also put into effect so that blacks with little or no money to spare, which was a vast majority of them, would or could not vote. Also, the grandfather clause was in effect. This clause stated that if your grandfather was not a slave, then you have no right to vote. This was back up with how the fifteenth Amendment was worded. Slaves have the right to vote is how it was worded. Another obstacles was the white people. Many white people joined a group called the Ku Klux Klan (KKK). The Ku Klux Klan stood for white power and despised any other race. The beat, killed, and even raped black black Americans.

American Society seems to believe that the most important way to participate in politics was to vote. The white Americans really had no problems with this because of how

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easy it was to vote for them. The Black Americans were the ones with the problems with all of the restrictions and obstacles in their way voting was extremely difficult. If they could not vote, then usually they could not participate in politics in any way.

There are really no more obstacles today that prevent White Americans and Black Americans from voting. The only thing that might stand in their way is socioeconomic status. If this socioeconomic status is low then there is a greater chance they they will not vote. One reason for this could be that they are relatively uninformed. This is because candidates usually do not gear their campaigns to people with low socioeconomic status.

5/5/4

ACTIVITY 1 Student Sample 2
Goals 1 and 2
Grade 11

I think Blacks have a [redacted] harder time then whites in abl of things. But when it comes to voting it's even hard. I think thats why theirs is no Black [redacted] president. This cartoon is true because this is how the world is. Black people go through so much, and so may obstacles, White people have it easy. The would let a KKK member be president before a Black chuech going person. If I was in politics I would what every body to treat me equal. Their are still obstacles that keep Blacks from voting.

K-2
R-2
C-3

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Student Sample 1 **ACTIVITY 2:**
Goals 2 and 4
Grade 6

May 28, 1995

Dear Mom,

Hello from Libya! This isn't exactly a vacation hot spot. The weather is hot, and I'm surrounded by huge deserts. I'm staying in Tripoli, which is the capital. I've been watching many of the people. It seems that most of them work in crude oil factories, ~~and other ones also~~. I suppose that makes sense considering their economy depends on exporting oil. I spoke to some commoners. They told me about their leader, Quadhifi, and how he made everything private-owned into government owned. He also abolished political parties and created an Arab Socialist State. I don't think many people like him. See you soon! Love,.

K- 6
R- 6
C- 5

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ACTIVITY 2 Student Sample 2
Goals 2 and 4
Grade 6

Dear Mom, May 30, 19--

Here I am in Bolivia, and the weather is hot. Did you know that Bolivias capital La Paz is the tallest in the world? The government he is set up just like ours. They have a president, just like the United States. Some people around here even say that the United States is even in control around here. Bolivias main export is potatoes. I have had a potato at ever meal. I'll be home soon.

Explain

Develop the idea

love always-

K-3
R-3
C-3

More info is seriously needed
Great Illustration

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Student Sample 3 **ACTIVITY 2**
Goals 2 and 4
Grade 6

K-6 R-5 C-6 May 30, 1995

Dear Mom & Dad,
I'm in Saudi Arabia and it is really different than the US-in many ways than one. The weather here is really hot and the gov't is totally different. It's a monarchy compared to our democracy. King Fahd is not only a symbol, he is the prime minister. So, he is in control of law making decisions. The gov't has a "sacred duty" to protect the holy cities of Mecca & Medina. There is no constitution & parliament - only a Council of Ministers. Alcohol and public entertainment are forbidden here, too. It was nice to learn a little about this gov't. but I'll be glad to be home!

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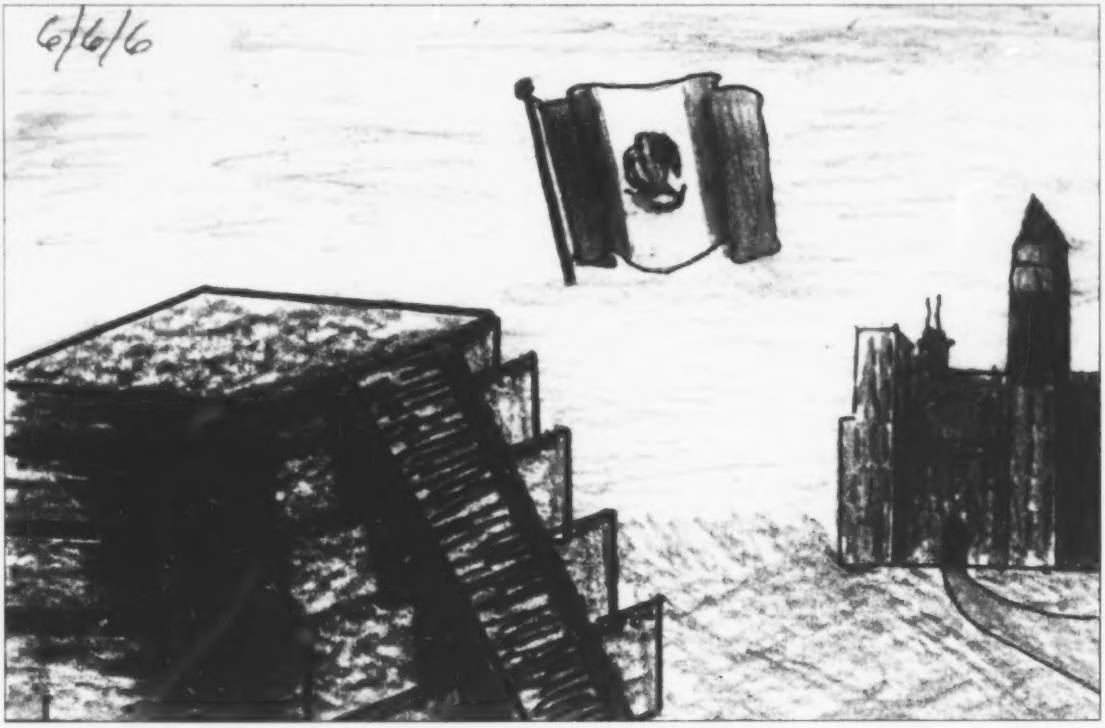
ACTIVITY 2: Student Sample 4
Goals 2 and 4
Grade 6



Dear Family,

Well, Mexico is pretty neat. The National Palace in Mexico City (the capital) houses the office of the president who currently is Ernesto Zedillo Ponce de León. The government is a Republic divided into 31 states with one Federal district. It also provides for three branches of government, much like ours at home. Mexico has a majority party known as the *Partido Revolucionario Institucional* or the PRI which holds 80% of the power in Mexico. It is generally considered the official promoter of the economic and social goals of the Mexican Revolution. Its candidates have won all elections for president and state governors by huge margins. The Mexican flag features a version of the country's coat of arms which was adapted from a legend that says the Aztecs built the capital (at the time it was Tenoctitlan) where they saw an eagle perched on a cactus. The green stnds for independence, white for religion and red for union. Well, I'm going to leave you now while I go visit The National Palace.

Love,

K-6
R-5
C-5

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Student Sample 5 **ACTIVITY 2**
Goals 2 and 4
Grade 6

2 days late. Vince Smolek

Dear family,

I'm here in Iraq. It's pretty hot out here, actually it's scorching hot. The view isn't the greatest because there's desert and sand everywhere. But the mountains make the view a little better. There seems to be lots of oil here, I guess it's their number one export. They import a lot from the U.S. clothes, food, cars, etc. 9/8

I visited the capital yesterday, it's Baghdad. It's a pretty run down place, it's definitely no Springfield. The Govt. here is pretty weird, they have religious courts along with civil courts, etc. Other then that it's a basic Republic government. The leader is a president, just like in the U.S. His names Saddam Husayen (pres since 1979). So all in all Iraq's a nice place, But I wouldn't want to live here.

lots of cities. more info. is needed

How can we know this?

K-4
R-4
C-3

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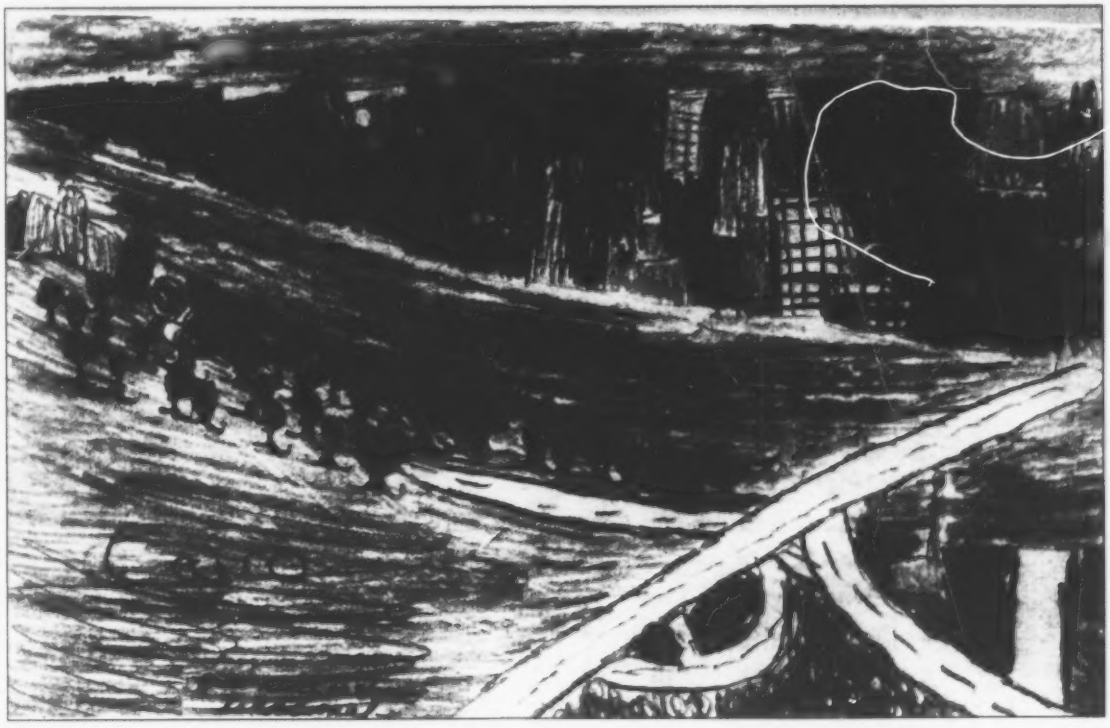
ACTIVITY 2 Student Sample 6
Goals 2 and 4
Grade 6



The country I am writing is Egypt. B/B
Their form of government is in some ways similar to the United States but is different. In Egypt then is only one political party. The political party is called the National Democratic Party. The President heads and controls the party and has complete control over the country. The president is elected by the people of Egypt and then the president appoints his Council of Ministers (cabinet). The Legislature or Peoples Assembly has 448 members. They are elected by the people but up to 10 can be appointed by the president. The picture on the front of the card is a view of Cairo. Cairo is not only the capital but is also the economic, financial and cultural center of Egypt. -confusing

K-4
R-3
C-4

Student Sample 1 ACTIVITY 3
Goal 2
Grade 7

April 1

Knowledge 5
Reasoning 6
Com

Bisaness was slow, during morning prayer, I prayed bon more ~~bisness~~. After my wine. I walked over to the dock to see if my new shipment of silk had ~~arived~~, but it was still out at sea. In the market place my silk sold ~~well~~ and I thanked god for my luck. I met with Johnathan Markas at our shop and we discussed our ship ment. I went home to my wife and new born little Sara. My wife fixed a wonderful dinner and went to bed easy

April 8.

I spent most of the day at the harbor. The ship has not ~~arived~~ here yet. I went down to Pilly, they said the ship was delayed but left this morning. We are running low

* Teacher's Modification of Activity 3

ACTIVITY 3 Student Sample 1 continued
Goal 2
Grade 7

on silk at the market. If the shipment doesent arive soon we will have to close down our shop. I went home with a nervious conchens and went to bed

Aprail, 9,

The shipment finaly arived today, in the afternoon. The large ship load gave us so much silk that we had a surplus of people at our shop. I went home early and had dinner with my wife and daughter.

Knowledge 3
Reasoning 3
Com 3

5-12-95
7B

History

Day 1 Hello, my name is Egami. The year is 1125. I am a merchant. Today I am going to order supplies. I am going to order pitchers, jewelry, artifacts, tools, and some clothing. I hope this supply goes better then the last shipping. I hardly got any profit. I guess people don't know good objects when they see them.

Day 2 I got my shipping today I seperated everything. While I was doing that, a tall slim man came up to me and said can I sell this clam neckless. I said who would want to buy that. Then I laughed. Ok I said for 2 shillings. Then he

walked away.

Day 3 Today has been a hectic one. I [redacted] sold half of my shipping. ~~Wanted~~ Also the merchant next to me was cheating [redacted] money on these workers ~~Tonite~~ Tonight we are going to see if he is going to be kicked out of the guild or not. I sure hope so. Nobody should be cheating money out of nobody. I got to go now. [redacted] bye

Take care

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Student Sample 3 **ACTIVITY 3**
Goal 2
Grade 7

K-2
R-2
C-3

7.B

Social Studies

Friday

I went to pick clothes at my home. I'm very excited of working at this market its my first day. We had to put the prices on the clothes. Other people knew the price by memory. We sold most of our clothes. We had over hundred gold Coins. We went and traded 5 gold Coins They gave us enough food supply for a week and we had to pay rent.

Saturday

This time I went to sell Ceramic products. It was not that succesful. Nobody wanted people to go to their house and bother them. most of them kick me out of their houses. but I remember one month that but some products he even help me go to the houses and people bought alot of products

SUNDAY

Now I'm back in the market selling food products. People bought alot. We sold out in two hours. Our products were very Cheap. We had to

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ACTIVITY 3 Student Sample 3 continued
Goal 2
Grade 7

~~Get~~ some at the farm. most of the fruits were sold we were successful by selling fruits.

Student Sample 1 ACTIVITY 4
Goals 2 and 5
Grade 10

To whom it may concern:

Greetings!! My name is Empress Theodora of the Byzantine Empire. I am interested in the job, ~~as~~ of the Secretary-General of the United Nations. I feel I am best qualified for this job, because first and foremost, I am known as a definite leader, a sole ruler, recognized now as one of the most powerful women in the history of Byzantine, and served a total of twenty-one years as the empress of this large kingdom. Part of being the secretary-general of the U.N. is to have good communication skills with many different kinds of people. I have excellent communication skills with many kinds of people, both verbally and written. I even talked with foreign envoys and rulers about important issues, which is something usually reserved for the emperor. When I was the empress of Byzantine, I had, and still have, superior intelligence and the ability to deftly handle political affairs. This, in result, caused many people to think that it was I, rather than Emperor Justinian I (my husband), who ruled Byzantine. I even saved my husband's crown and his empire with my excellent advice, during the Nika revolt in January of 532. Also, during my reign, I wrote many laws of religious and social policies that were in my favor. This, in turn, became good decisions for the people of Byzantine. With my charming, gentle personality and strict moral life, I also →

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became Justinian I's most trusted adviser, an excellent advocate of decisions and even one of the first rulers who helped the rights of women and girls, who were especially being mistreated in that day and age.

I, myself, was even one of those women who was mistreated as a young girl. However, I educated myself and overcame this state in my life. All of this led me to have great intelligence and political aptitude, despite how unusual it was to the public eye. Then I met Justinian and soon after we got married; but before that incident occurred, Justin had to tell his uncle (who was king at the time) to repeal the law forbidding marriages of senators with actresses. Justin had to confront and overturn the law, in order to marry me, Theodora.

As the secretary-general of the United Nations, I will not, I repeat, will not just idly enjoy the splendor and fame. As empress of Byzantine, I did a lot of effective and important things, and I assure you, I will do the same for the United Nations. If I am selected as chief administrative officer of the U.N., I will absolutely make sure to bring before the organization any matters that threatens international peace and security of the world. I will also administrate peacekeeping operations so every generation, everyone of any race, creed, color, ethnic, religious, etc.

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background, now and in the future, can live in a world of peace, instead of hostility and war. I will make sure that countries will be able to have proper education for children, so they can learn, and have the intelligence and knowledge. I will also make sure women, or other people, of all countries are treated equally and fairly, and also, have proper education. I will pursue to help the small countries of the world and its people, who have constantly been bullied by other countries. I will organize international conferences and treaties, and provide mediation in resolving international disputes, so enemy countries can get along in peace, instead of war. I will prepare surveys of world economic trends and problems, study rights and natural resources, compile statistics, and maintain the communication medias of the world with information pertaining to the U.N. Those are just a few samples of what I plan to do if I am selected. I have many other ideas and suggestions that will be effective and excellent for our world if I am chosen as secretary-general. However, overall, if I am selected as secretary-general of the United Nations, I will make it my first priority and I will try my absolute best to maintain international peace and security for the organization, the world, and its people.

An impressive argument why could use her drive and talent

Sincerely,

Empress Theodora of Byzantine

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Empress Theodora
1 Royal Castle of Byzantine
Costantinople, Byzantine Empire

Objective: Secretary-General of the United Nations

Date of Birth: c. 500 A.D. in Constantinople (?)

Marriage Status: I am married to Emperor Justinian I (reigned 527-565) of the Byzantine Empire.

Summary of Qualifications:

- I am a definite leader, sole ruler and served twenty-one years as Empress of Byzantine.
- I am recognized now as one of the most powerful women in the history of Byzantine.
- I became Justinian I's most trusted adviser with my great intelligence and political ability.
- I have excellent communication skills with many different kinds of people, both verbally and written.
- I have "superior intelligence and deft handling of political affairs, (it) caused many to think that it was" I "rather than the Emperor, who ruled Byzantine."
- I was a member of the legislation of Byzantine.
- I am excellent in organization, commitment and peacefulness.
- I "talked with foreign envoys and rulers, which was usually reserved for the emperor."
- I am an expertise in political affairs-- eg. the Nika Revolt in January of 532-- "The two political factors in Constantinople, the Blues and the Greens, united in their opposition to acts of the government and set up a rival emperor." The advisors of Justinian feared that there was trouble, and told him to flee, but it was I, who told him to stay and save his empire and his crown. This, in result, did save his empire and his crown.
- I was one of the first rulers who helped the rights of women.
- I have a charming and gentle personality which makes me able to work with everyone.
- I lead a strict moral life.
- I am an excellent advocate in making decisions.

Your resume could be more attractive: try to organize it by headings or topics.

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K-6
R-6
C-5

Employment History:

527 -- 548 A.D. -- I became th[illegible]zantine Empire; Justinian's most trusted advis[illegible]yself in the legislation, social and politi[illegible].

525 A.D. -- I became a mistress of Justinian, who was a senator at the time, and also, I had the rank of a patrician.

(?) 525 -- 510 -- I was an actress at the Hippodrome in Costantinople, and also, a wool spinner. I had these jobs in order to make money for my poor family.

Education:

525 -- 500 -- Not a lot is known about my education, except when I was empress, I was known to have great intelligence. I was probably self-taught and excelled in this skill, which was very unusual for women in that day and age.

Additional Activities (eg. Volunteer Work)

During my life, I also did additional activities. I instituted homes for prostitutes and on the occasion, I helped out or sent money to them.

Other Interests:

Some of my other interests include reading books, magazines, etc., keeping up-to-date on the latest news, and also, legislation, politics, peace, religion and social structures and policies.

References: There are two people that especially know me, as a person, and what went on during my life:

Justinian I -- He is my husband and also a valued friend. We got along very well, and I became his most trusted adviser. He knew about what I was doing and had not only a husband-wife relationship, but also a team-cooperation relationship.

Procopius of Caesarea-- He wrote the Secret History of Procopius of Caesarea, which recorded some of the early years of my childhood.

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ACTIVITY 4 Student Sample 2
Goals 2 and 5
Grade 10

K-5
R-4
C-4

LOOKING FOR A JOB

Name: Attila
Date of Birth: 433 B.C
Current Job: Leader
Applying for: Ceo of a motor company

Gentlemen, my name is Attila. I don't have a middle or a last name since my name serves as a statement and a promise that I would lead this motor industry to a dominant status in the world as its president. I have a vision for this company and I know the way that would make this vision reality if I could obtain the chair position in this company.

I used to be the leader of one of the Hunnish tribes. The Huns were a brutal people who most of the time fought for money and food. It turned out that the Huns even fought each other. I, however, realized something: the Huns' lives were under the repression of the powerful Roman empire. Noticing that all the Hunnish tribes had a common enemy, I was able to unite these tribes by pointing out to them that they had an analogous enemy and if we'd all work together against the Romans we could show some more resistance.

* Note: Teacher did not require a resume

I could bring the same methods of success to you motor company. The motor industry is a competitive business of many different companies trying to produce better cars. As a leader of your motor company, I would have the competitive motor companies work together instead of against each other using my past experience and ideas. The common interest amongst all the competing motor companies is of course money and power. Under my experience and leadership money and power of all the joined companies would increase, since the companies could unite their ideas and knowledge to create better products and the constraint of constant competition would be decreased.

Not very good reasoning for an applicant

The harshness of business in today's world isn't much different from the brutalities of my time with Huns. Unity was the savior of the Huns back and I believe that uniting the rivals that work for the same cause can only result in better business. I am Attila and I have the experience and leadership qualities that would make a unity of such motor companies possible. I am the key and I have what it takes to make this small company into a business empire.

My theory of uniting a motor company with many others has proven to work with a company called Chrystler, which now is one of the biggest industries of the world. The key to this kind of greatness is a leader who can unite this rivaling bunch of companies.

P.S: Please contact me

ACTIVITY 5 Student Sample 3
Goals 2 and 5
Grade 10

K-4
R-4
C-4

Voltaire

Me: Today I am talking to a very famous thinker of the 18th century. He has no last name, he is the one, the only VOLTAIRE.
Hello Voltaire. Now tell me in one quick sentence, what do you think of the world today.

Voltaire: If you want to know the truth, I would have to say the 20th century is just horrible

Me: And why do you say that?

Voltaire: In the 18th century I saw a world full of superstition, intolerance and irrationality, but compared to today's society it was nothing. Yesterday I went on a tour of your city

Me: Sorry if I'm tracking off the subject, but what is your real name and where and when were you born?

Voltaire: My name is Francois Arouet and I was born in 1694 in Paris

Me: What happened when you attacked the follies of your time?

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Voltaire: Well, because I offended those in power. I was twice imprisoned in the Bastille in Paris and banished to England for three years. I greatly admired England and used my time there to study and write about the English political system.

Me: I heard that you wrote many things.

Voltaire: Why yes I did. I wrote several books, hundreds of essays and pamphlets, and more than 50 plays. My best known work was the satire "Candide" which made fun of the idea that back then it was the "best of all possible worlds." Well actually the 18th century was close to a great world compared to the world today. The world today is so full of superstition, intolerance, and irrationality. I'm so disappointed.

Me: And why do you believe the world today is so bad.

Voltaire: If you didn't know already, I'm a deist. We believe that God, the heavenly clockmaker, made the universe, set it in motion and left it alone. I think all the wrongs in the world

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are committed by the Catholic church, but I also argue for tolerance of all religious beliefs. I hate all forms of intolerance. I would just like to end with saying:

"I do not agree with a word you say, but I will defend to the death your right to say it

Me Thank you Voltaire

K-U
R-U
C-U

Angela : Good morning. I'm pleased to meet you, Voltaire. It is a great honor to have you here to discuss contemporary social and political conditions with you.

Voltaire : Thank you. It's my pleasure. Before we get started, I think I should tell you that my real name is Francois Arouet and I was born in Paris in 1694. It was not until 1718 that I changed my name to Voltaire.

Angela : That's very interesting. Would you like to share anything else about your past? I've heard stories about you going to prison and even spending time in England. Is any of this true?

Voltaire : I'm afraid it is true. In 1717, I was imprisoned in the Bastile for offending those in power. During my 11 months in prison, I finished my tragedy Oedipe which became a success. Once I was out of prison my life improved greatly. In fact, in my 30's I became independently wealthy through an inheritance and some wise investments. I also had three of my own plays performed in 1725. However, a year later everything changed. Once again, I was faced with being thrown into the Bastile or being sent into exile. I chose exile and spent the next three years of my life in England.

Angela : What did you think of England? Were you able to accomplish anything there?

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ACTIVITY 5 Student Sample 4 continued
Goals 2 and 5
Grade 10

Voltaire: I greatly admired England. While I was there, I used the opportunity to study and write about the English political system. When I returned to France in 1729, I published several works. In 1734 my Letters Concerning the English Nation appeared in France in an unauthorized edition called Philosophical Letters. Because this book praised English customs, institutions, and style of thought, French authorities condemned the book and I fled from Paris.

Angela: That's terrible! What did you do next?

Voltaire: Well, I found a home with the Marquise du Châtelet in Lorraine. In the following years I managed to write several books, essays, and pamphlets. I also wrote over 50 plays.

Angela: That's wonderful. I heard that after you settled in Switzerland you wrote your best work, the Candide. What was it about?

Voltaire: Some people saw the Candide simply as the adventures of an inexperienced young man who wandered around the world. Philosophically, however, Candide is a complex inquiry into the nature of good and evil. I saw the world full of intolerance, irrationality, and superstition.

Angela: I never looked at it like that. Since those are your beliefs, do you believe in God or are you an atheist.

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Voltaire: I am asked that question very often and I would like to clear things up once and for all. I am not an atheist. I believe in a set of religious ideas known as deism.

Angela: What, exactly, do deists believe?

Voltaire: Deists believe that God made the universe, set it in motion to work by natural laws, and then left it alone.

Angela: Since you believe in religion, what do you think about the Catholic Church not allowing women to be priests?

Votaire: I think it is terribly wrong. Women should have equal opportunity as men. I can't see any valid reason for denying women this right. It is simply discrimination and intolerance on the Catholic Church's part, and I wouldn't allow it. I hate all forms of intolerance.

Angela: Then what do you think about the idea of prayers in public schools?

Voltaire: As a deist, I don't really believe in prayer. However, general prayers such as the Pledge of Allegiance should be allowed in schools. The children, though, should never be forced to participate in any prayer that they don't want to.

ACTIVITY 5 Student Sample 4 continued
Goals 2 and 5
Grade 10

Angela : I agree with you. Now lets move on to politics. I think I would consider you to be a conservative. Do you agree?

Voltaire : As a matter of fact I do. I believe in individual rights, small governments, and low taxes.

Angela : What do you think of the U.S. government?

Voltaire: I am for the government, and especially the Bill of Rights. The individual rights of citizens need to protected against tyranny.

Angela : That is very true, but every legal citizen also has the right the vote in the United States.

Voltaire : Now, wait a minute. I believe in tolerance, but allowing the illiterate and uniformed to vote is totally irrational. These people need to be controlled because they could easily be swayed. In my time the masses were controlled by fear about going to hell.

Angela : Well, a lot of things have things have changed. This brings me to my final question. What do you think about politicians and lobbyists?

Voltaire : I don't like it at all. Lobbyists can give politicians money to vote for what they believe and that's the end of it. It is ethically wrong.

Angela : I agree with that. It has been pleasure talking you, Voltaire. Thank you for coming.

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Archaeologists 6-5-6

Archaeology is an important job that involves helping people understand the past. Archaeologists study the ancient civilization of the Maya, the Egyptians, and the Vikings.

Archaeologists have unraveled many mysteries about the Maya. Thanks to them, we now know many facts about their customs and lifestyles. They have dug up many artifacts and found many cities.

The Egyptians were a mystery too, until archaeologists found the answers. They have dug out many tombs and mummies. They also have decoded the Egyptians' writings into words.

The Vikings traveled a lot. So archaeologists have found Viking artifacts in many parts of the northern world. Their findings have helped

us learn about this.
conquering civilizations.
Archaeologists study many
conquer
past mysteries. Three ~~past~~
civilizations they study
are the Mayas, the Egyptions,
and the Vikings.

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Archaeologist have
serten people working
on serten thing. they
do this so they won't
get clutered. that way
every one has a
job.

I'm glad archeogists
have discovered so much
of this. they really help-
ed us find out about
the past.

most archaeogist
has dicovered many new
and interesting things and
some are stuck.

Archaeologist brush
and dig up new and
interesting things up every
year. I hope they keep
it up. so we can learn
more about the past.

J
J-J

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ACTIVITY 14 Student Sample 3
Goals 2 and 3
Grade 6

Archaeologists

Archaeologists are scientists that study the past. I'm going to explain what they do, and the contributes to an understanding of the past.

Archaeologists study the past. They find all kinds of things. They go all over the world to find them.

The archaeologists dig up things to how they lived. It may take many months to find out what they ate or what their houses looked like.

So, you see archaeologists do many things. I explained to you I about what they do and the contributes to an understanding of the past.

3-3-4

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Student Sample 1 ACTIVITY 18
Goals 3 and 5
Grade 9

Social Sciences are studied so we can have a better understanding of who we are. They are broken down into four categories that each deal with a different aspect of life. Where we came from, how we think and behave, financial backround and understanding government all determine who we are and how well we know ourselves.

Learning who we are first starts with knowing where we came from. Anthropology is the study of man. From this we learn language, technologies and how people live in groups. We learn the history of our culture and how it has developed over the years. This in turn gives us a better understanding of how we got where we are today.

One of the other behavioral sciences is Sociology. Sociology is the direct study of human behavior and personality. It defines why we act the way we do within ourselves and within a group. It helps us to understand our emotions and how we react in different situations.

To most people, economics menas managing your money and knowing what social class you're in. These two things mold who you are and what type of personality you have. If you are in a high social class, you might tend to be more free with your money and in your behavior. If you fell in a lower social class, you might tend to be more thrifty and more reserved.

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Political Science also might determine how you behave. People act accordint to what they believe in. Political Science is the study of government, politics and power. What we agree with or disagree with about government determines how we react to the issues. Knowing your political stance is knowing yourself and your beliefs.

Every one of these social sciences are studied to learn more about ourselves and the things that go on in own lives as well as others. They all help to develop us mentally, socially, and emotionally. With the knowledge of all this, we come to know exactly who we are.

K-5 R-5 C-5

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Student Sample 2 **ACTIVITY 18**
Goals 3 and 5
Grade 9

This semester we learned the importance of the social sciences. The first topic we covered was anthropology. Secondly, we talked about economics. Thirdly, we learned about political science. Forthly, we were introduced to sociology. Each of these political sciences play an important part in everybody's life.

Anthropology is the study of how people live in groups, language, & technology. Sociologist study relationships between people in groups. In class we talked about the history of many races. We also talked about why some people behave the way they do.

Economics is choices about using resources & spending money. With that we talked about employment & wages, discussed supply & demand. We talked about how we spend money can affect a price of a product. We also talked about what influences us to spend money.

Political science is the study of politics, power, & government. In class, we talked about how and why we have a government. We also learned about why we have a president. We talked about what positions are in office & the terms held for those positions. We saw the movie "Dave", which helped explain the president's role.

Sociology is the study of people's behavior alone & in groups. We talked about why the sexes have different opinions on the same topic. It taught us to understand the other sex, and respect there opinions also. We also talked about why prejudice is all around us. We saw a movie called "Mississippi Malisas" which helped us better understand prejudice.

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We learned alot about the social sciences this semester. Anthropology was interesting because we learned about other races. Economics taught us more about jobs & spending. Political science taught us alot about government. Sociology taught us mainly about the opposite sex & prejudice.

K= 4

R= 3

C= 5

Student Sample 3 ACTIVITY 18
Goals 3 and 5
Grade 9

To know one's self would be quit an achievement understanding anthropology, economics, sociology and political science of a society is an important step of accomplishing this goal. These four need too be understood to benefit future humanity.

The science that studies human cultures is called anthropology. it is a discipline that not only deals with the origins and development of human societies and the difference between them. Anthropogists attempt by investigating the whole range of human devopment and behavior, anthoplogy not only relates too me but it relates too the entire human race. Whether you choose to believe it studies have showed unbelivable results.

The study of human behavior in a social group "sociology". the way I was brought up in a middle class subrban home would be the class that will most likely be in when I get older. Sociology looks at how groups of people are similar and how thay differ from each other. I believe it's status and there is so much compition between what social class you are ranked under.

Political sciene and economics can be joined together. On a daily basis econ is needed in the U.S. that is what protects the people. If we had no type

of system everything would be so unfair . It originated from Greece as a general term to explain the way city-states were ruled. It made alot of scence as a result it's are way of life, and has been for decades.

I = 3
R = 4
C = 3

4/5/4

Congressman Carey.

Congressman Carey, I'm deeply disturbed by the letter I received from you. As you stated at the beginning of your letter it is the right of the people to travel aboard merchant ships from foreign nations. If that is the right of the people how can you say they are taking part in treasonable activities. For many years in history citizens from other countries have sailed the seas on not only their own nations vessels but other countries as well. Even in the time of wars. To the crew members on these vessels their only responsible for delivering their goods. They can and probably are loyal to their homeland but that was their job. And that being their job that was what had to be done. The fact that they worked on foreign vessels did not mean they were not loyal to their country. Just as for me I sailed on the vessel that pays the best but as long as I live I will

be loyal to the U.S.. I take it from your letter that you think I'm committing treasonable acts. If I could get paid the same amount on a vessel from the U.S. then maybe I would leave my position on my current vessel. But till then what can I do. The rights of the individuals during ~~war~~ war should not change from the rights they have during peace. The rights that are promised to the people should never change because of a war does your rights also change during wartime. Or does your right to stay the same because your a Congressman I'm thankful you wrote and stated your opinions. Now I can vote for a ~~Congressman~~ Congressman that look out for the people not try to take away their rights.

Yours Truely

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K R C
3 / 3 / 3

Dear Congressman Carew:

I agree with the statements you made in your letter. I believe that if one must travel, one should perferibly use an American ship. Although traveling during times of war can result in serious harm or danger. Yes, it's truth, as an American citizen one has the right to travel as one please but we also have the obligation to keep our country out of danger. ~~Alt~~ Your're right about treasonable ~~acts~~ actions. One should be accused of such things if one chooses to travel in such ships. You never know what might happen on such boats. One can be told totally false ideas about our country and they'll [passengers on such ships] stab us in the back.

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"Due to hypocritical actions of ~~of~~ such people, ~~these~~ we shouldn't let people travel on these ships. The rights of individuals during war shouldn't all be taken away. Although some laws may be necessary to be taken away in order to keep the U.S. out of danger. Taking away such rights would be ~~bad~~ sad for everyone for example taking away to travel on foreign ships during times of war would be good we wouldn't have to worry about anyone using their rights to betray their [our] Country to a certain ~~extend~~ extent, that the Country would be in be some sort of danger. In past times we have seen actions of treason and well as action of betrayal and if certain actions are not

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taken the Davis mistakes well be repeated. We will have to learn from our mistakes in the past and try not to commit them again. Therefore I believe that we [American citizens] shouldn't travel on foreign ships if at all. But if one must travel across sea we should use American Ships

Sincerely

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ACTIVITY 20 Student Sample 3
Goals 2 and 5
Grade 9

K-3
R-2
C-2

Dear Corew:

If this is your position I should go to war. Yes, I know, you will say this cruel, but this not, because if you go it will kill many lives. but if you save other country, it worth it. Doing the voyage, I know it was to live, but this is for the U.S.A, so this the citys will understand. If I know there was a traitor during the during, I won't kill him, because I understand how they feel about the war, and can't go home and visit their family and friends. If there was a revolt against my plans, I will give up the war and stand. The right of the individual during a war is give upon the citys want to go or not, if they want to go back home, I let them them. If they want to fight and name the imperial country, I will feel great about for. Sir Corew. hope you find some suggestion about my spouse..

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Student Sample 1 ACTIVITY 23
Goals 1 and 5
Grade 12

Representative Bill Black
9 East Fairchild Street
Danville, Illiniois 61832

K=6
R=6
C=4

Dear Representative Black:

I am writing to you to inquire about the new Bill that refers to the Workers' compensation Law. I believe the Workers' compensation law states "Workers' compensation provides pay and medical help for workers who are injured on the job, and pensions to the dependents of such workers in cases where death occurs." (World Book p. 406) I have heard that this Bill will do more harm than good and I agree 100%. Letting this Bill pass into law will only be bringing more suits into courts, and causing both the employer and the employee to spend double the money and double the stress.

High risk jobs especially need the security of full coverage for injuries,under the original law,on the job. Many of these people (mostly blue collar workers) work to help serve the people. Let us please do the same in return. The creators of the law in 1916 were only thinking of the best interest of the employers and the employees. fragments (by creating this law in its original format.) (In the way that it should stay.) This amendment does not need to occur. It will only create more problems.

I would like you to reconsider the matter and encourage you to vote no when this Bill is presented in the House of Representatives. Also,help others to vote this Bill down and quickly move on to other matters which are of more importance. Thank you and vote wise. Vote NO!

Sincerely,

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ACTIVITY 23 Student Sample 2
Goals 1 and 5
Grade 12

Dear Harry Woodyard:

I am writing to you in concern to the fight to bear arms. I think the NRA is wrong to want to lift the ban on certain guns. They say that the constitution gives people the right to protect their homes, and that if they want to use a gun it is their business. I do not agree. Times have changed and so has the power of guns. Compare the Long Rifle of 1710 to a tec-9 of the 1980s. There is a big difference here. A family is not going to need a gun that will fire 32 shots in 32 seconds. They could wipe out the entire block. I feel we should keep the ban on these assault weapons. Families can still have guns to guard their homes but maybe not ones that could blow that many holes into a person.

It also scares me to see groups of militia running around with these weapons. These men are out to destroy our government and they have semiautomatic guns to do it with. I hope people in the government will see to it that these weapons will be illegal and hard to get.

Thank you,

K-5
R-4
C-4

Student Sample 3 ACTIVITY 23
Goals 1 and 5
Grade 12

William B. Black, Representative
115 E. Walnut Street
Watseka, Illinois 60970

Dear Congressman,

I believe you should consider this idea I have come up with. The school year should be changed so that students attend school for three weeks at a time and then one week off. This would be successful because students get tired of coming to school month after month. I believe students will be able to better concentrate on their studies. I would appreciate your response.

Sincerely,

you need to develop an argument and back it up with good reasons.

K = 2
R = 2
C = 4

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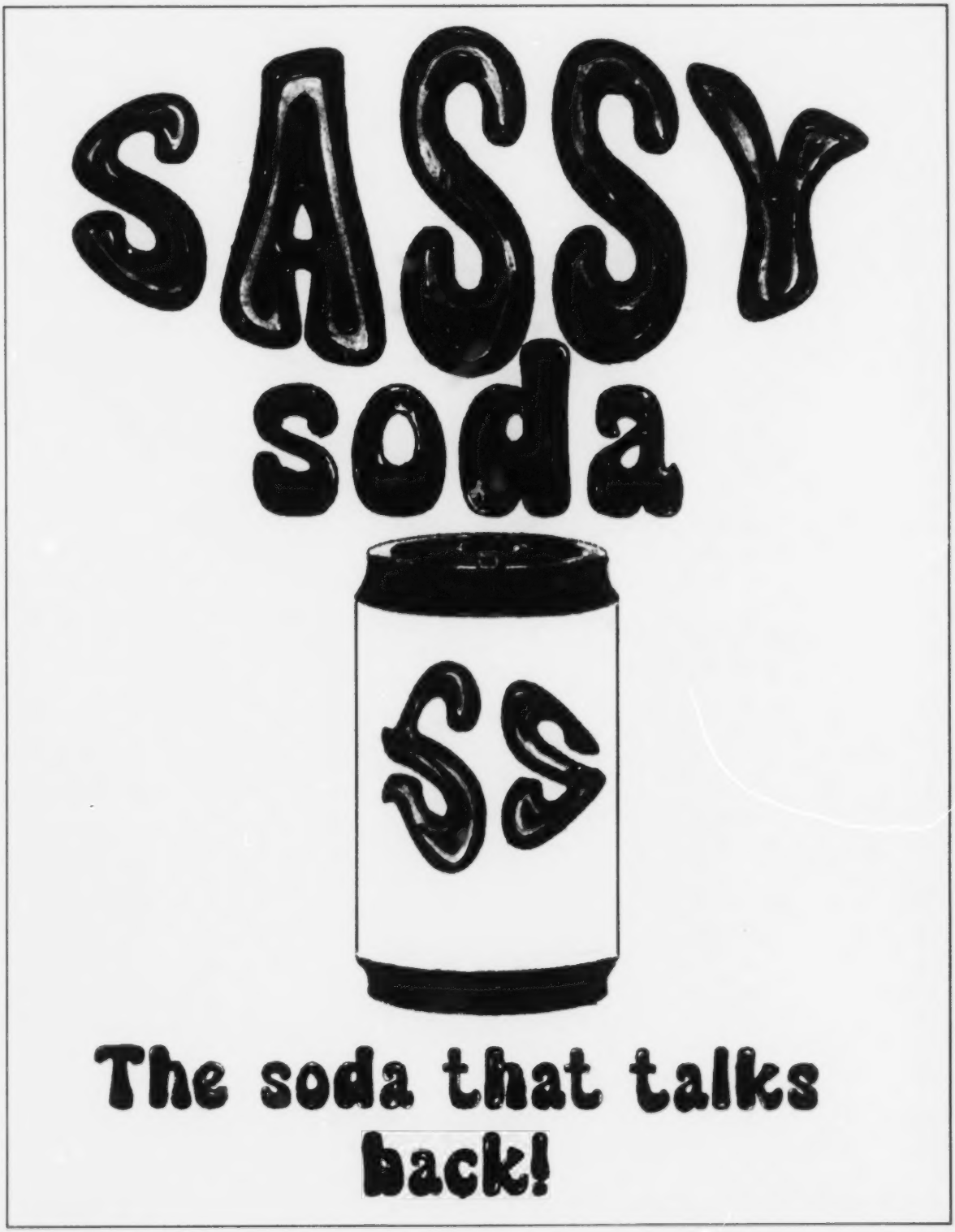
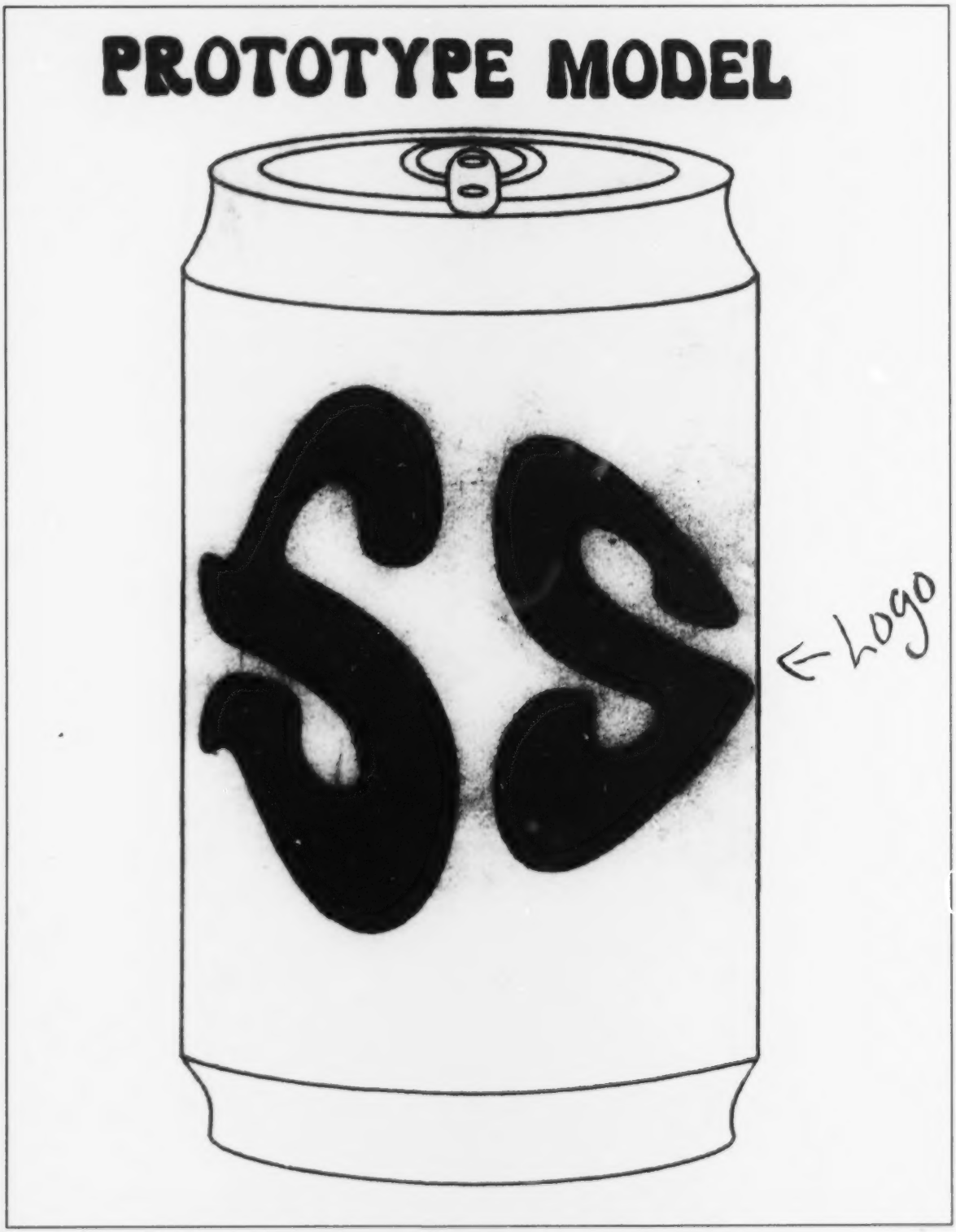
ACTIVITY 27 Student Sample 1
Goals 1 and 5
Grade 12




PROTOTYPE MODEL
← Logo

Economics: Marketing A Soft Drink

Sassy Soda, the soda that talks back! Sassy Soda, S.S., is going to be the biggest fad of today. This product will appeal to many consumers.

Sassy Soda will appeal to the youth of today. Besides it's great taste, S.S. represents youth's wild side, and the wanting of freedom. The freedom to choose the kind of soft drink that's more like them, Sassy!

The logo for Sassy Soda is two S's in bright psychedelic colors. These two S's will have a distorted shape to symbolize the different views between the younger generations, and the older generations, more rigid, straight, stuck in their ways. The soda would be in a regular cyndrical aluminum can. The can will be bright white with black trim at the top and bottom of the can. The two colorful S's will be centered on the front.

The slogan, "the soda that talks back" will be derived from the loud fizzing the consumer will hear when he or she opens the can. The loud fizzing will be due to the high amount of carbonation in the soda.

We will target consumers by putting ads in magazines, on billboards, television, and on the air on popular radio stations which cater to younger listeners. Our main focus will be on radio advertising. Music is a big portion of teenagers lives, and what better way to get the word out about Sassy Soda than by sponsoring local shows, and concerts, where free samples of Sassy

Soda would be handed out, and having short commercials on the radio.

Billboards is another great place to advertise. Almost every family in America has more than vehicle. This would result in many people viewing Sassy Soda ads along major roadways.

Magazines that are popular with the younger generations would also be good for advertising. Magazines that are sport oriented, not only those that highlight major sports, but sports such as rollerblading, skateboarding, and snowboarding would be likely to attract younger readers. Beauty and fashion magazines, and music/entertainment magazines would also be excellent choices for advertising.

These ads would show teenagers having a good time with a picture of two parents in 1950's clothing off to one side. The teens will wearing bright colors and the colors will be cartoon like. This is done by taking the picture in black and white then recoloring it separately. The parents will be in black and white, to show their old fashioned ways.

In television advertising, the emphasis would be freedom to say what you please, to speak your mind. To achieve this we would picture controversial rallys all over the nation (ex: don't eat meat, save the whales, don't dump garbage into the ocean, environmental awareness.) Then a picture would appear of a person drinking Sassy Soda and saying, "I have a dream..."(a few words from the famous speech by Dr. Martin Luther King.) As he or she walks away Sassy Soda will appear on the screen and the slogan "the soda that talks back," will appear below it.

Another television advertisement would have an excerpt or clip from the movie, "Rebel Without A Cause." It would feature James Dean on his motorcycle wearing a black leather jacket drinking a Sassy Soda. Everything would be in black and white except for the Sassy Soda can featuring the two psychedelic colored S's. The music playing in the background would be something familiar like "Born to be Wild," or "Bad to the Bone." At the end of the commercial the slogan, "Sassy Soda. The soda that talks back!" would be heard.

The radio ads would feature famous voices with excerpts from well known speeches, popular songs, and sayings from current popular movies, as mentioned in the ideas for the T.V. ads, to catch the listeners attention. Then the listeners would hear the slogan, "Sassy Soda. The soda that talks back."

The price of Sassy Soda will be determined on many different factors. The price will mainly be determined by production costs. The production costs include the cost of the soda itself, packaging, and labeling. Marketing, (advertising,) and shipping costs would also be figured in the total cost. The price must be comparable to other popular soft drinks. The price must also be determined by the amount of money teens and young adults usually have. We want Sassy Soda available to all. What we don't want is to lose customers to another cheaper priced soda because they can't afford our soda.

Sassy Soda will be a big hit in California and on the East Coast where there is a high population density. These areas are

where we will do the most advertising because of the many young and open minded people that live there. Also we will target large metropolitan areas in the Midwest and southern United States.

In conclusion, Sassy Soda is the going to be the biggest fad to hit the market in ages. With the eye-catching logo, the slogan, "The soda that talks back!", the loud carbonation sounds, and the fantastic, appealing and interesting advertisements, Sassy Soda will be hard to resist.

K-5
R-5
C-5

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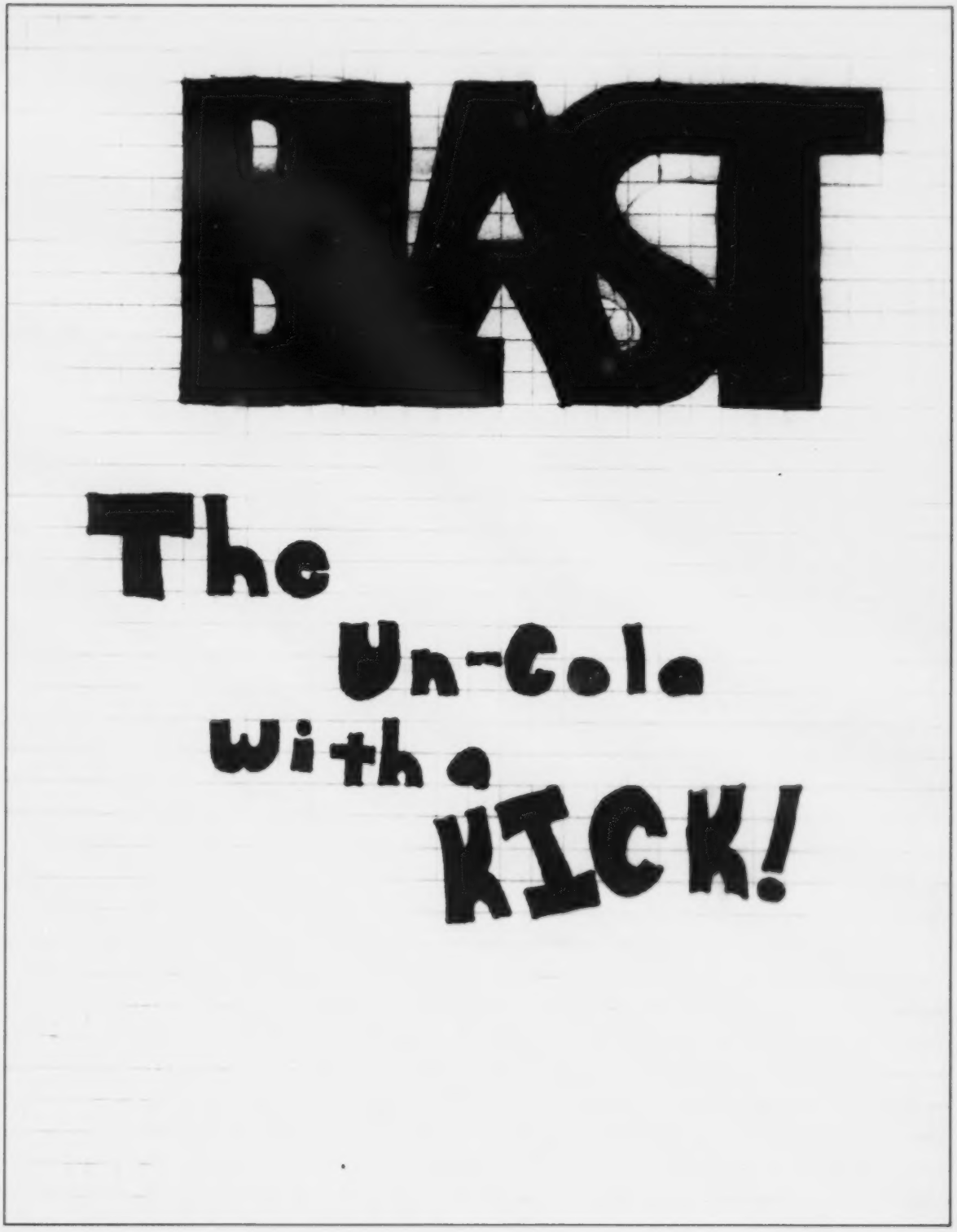
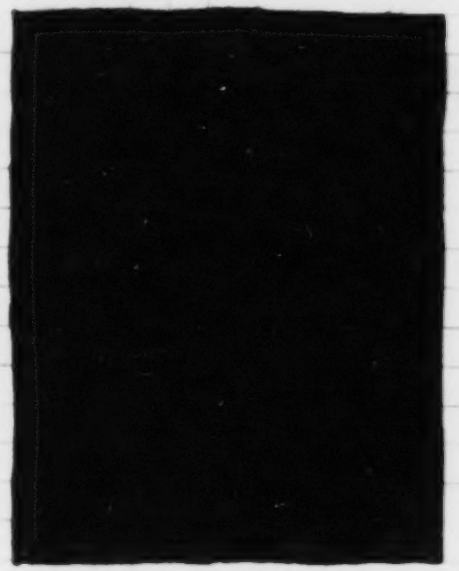
ACTIVITY 27 Student Sample 2
Goals 1 and 5
Grade 12





Contained in the following report is the information on how I plan to target consumers, determine the price of my product and what I plan to emphasize in a thirty second advertising spot on television or radio.

I've compared "Blast" to other lemon-lime soft drinks currently on the market. Other soft drinks are advertised by popular sports superstars and catchy slogans. Consumers seem to respond best to sports supersters, so I plan to enlist the advertising qualities of the more popular sports personalities to endorse my product, "Blast".

The price, as with how I plan to target consumers, was based upon other existing lemon lime soft drinks currently on the market. I plan to sell "Blast" for 10% more than what it cost to make the product. There for if it cost one dollar to produce 12 ounces of "Blast" then I will sell a twelve ounce can of "Blast" for one dollar ten cents per can.

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In a 30 second advertising commercial I would stress the facts that "Blast" is low in caffine yet high in taste and refreshment. Although "Blast" has lower caffine and suger content than most soda pops it has a more refreshing taste.

In conclusion the marketing, price and commercial facts of "Blast" will be determined by the better selling lemon-lime sodas currently on the commercial market.

K-3
R-3
C-5

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ACTIVITY 28 Student Sample 1
Goals 2, 3, and 4
Grade 4

Imagine that it is the year 2011. The United States will be celebrating the 150th anniversary of the Civil War. The U.S. Postal Service will be issuing a series of stamps commemorating the people, places, objects, and events of the Civil War period. You have been asked to design one of the stamps for the series. Design your own stamp in the space provided. You may use markers, colored pencils, crayons, etc. or you may cut out pictures and words from magazines. Below your stamp design, explain why you chose that particular person, place, object, or event to be represented in your stamp.

My stamp shows the American flag and the Confederate flag as many pictures of the Civil War do. Only I put tears and holes in the Confederate Flag to show the defeat the South underwent and the unnecessary bloodshed the South caused. I had the appearance of bombs and fireworks in the background to show the harsh reality of the war, and the trials and tribulations the government suffered.

K=5
R=5
C=6

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Student Sample 2 ACTIVITY 28
Goals 2, 3, and 4
Grade 4

Imagine that it is the year 2011. The United States will be celebrating the 150th anniversary of the Civil War. The U.S. Postal Service will be issuing a series of stamps commemorating the people, places, objects, and events of the Civil War period. You have been asked to design one of the stamps for the series. Design your own stamp in the space provided. You may use markers, colored pencils, crayons, etc. or you may cut out pictures and words from magazines. Below your stamp design, explain why you chose that particular person, place, object, or event to be represented in your stamp.

very good design!

I would like to make a stamp with the [illegible] book Uncle Tom's Cabin on it because I feel that it was a very important book. Many people read this book and learned many important lessons. Uncle Tom said slavery [illegible] because it [illegible]

6/5/4

need to finish your thoughts

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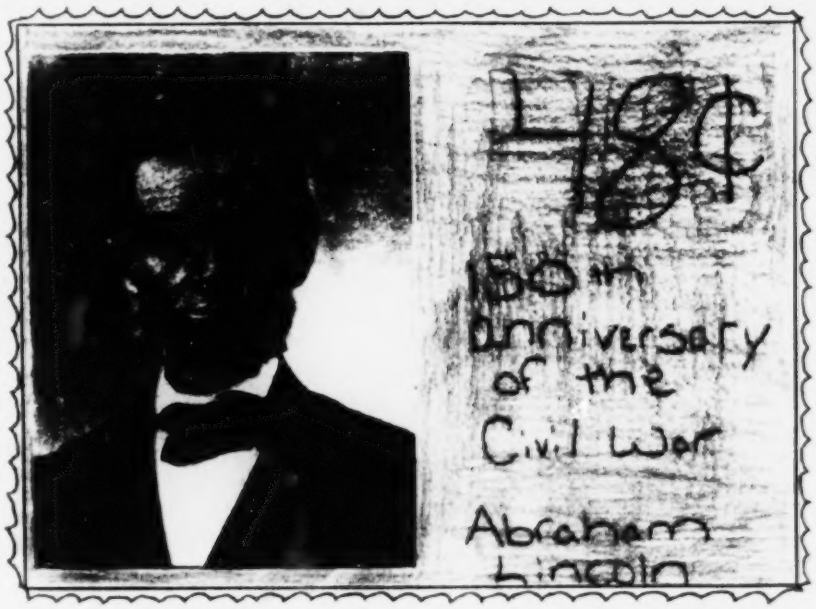
ACTIVITY 28 Student Sample 3
Goals 2, 3, and 4
Grade 4

Imagine that it is the year 2011. The United States will be celebrating the 150th anniversary of the Civil War. The U.S. Postal Service will be issuing a series of stamps commemorating the people, places, objects, and events of the Civil War period. You have been asked to design one of the stamps for the series. Design your own stamp in the space provided. You may use markers, colored pencils, crayons, etc. or you may cut out pictures and words from magazines. Below your stamp design, explain why you chose that particular person, place, object, or event to be represented in your stamp.



I picked Abraham Lincoln on my stamp, because I feel that he was a good president during the Civil War. He gave many great speeches and wrote the Gettysburg Address. Lincoln said that the Civil War tested whether a nation that believed "all men are created equal" could survive. Abraham Lincoln is my choice for my stamp.

K=5/R=6/C=5

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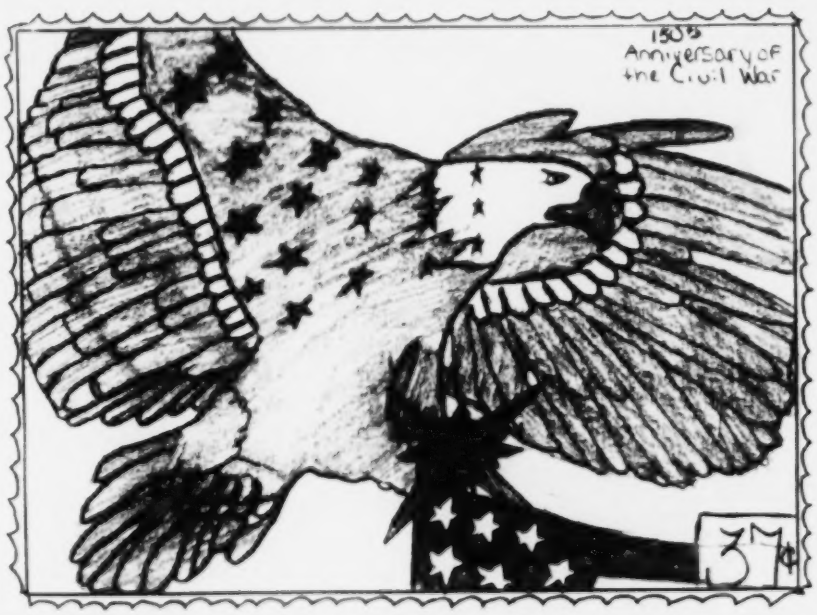
Student Sample 4 ACTIVITY 28
Goals 2, 3, and 4
Grade 4

Imagine that it is the year 2011. The United States will be celebrating the 150th anniversary of the Civil War. The U.S. Postal Service will be issuing a series of stamps commemorating the people, places, objects, and events of the Civil War period. You have been asked to design one of the stamps for the series. Design your own stamp in the space provided. You may use markers, colored pencils, crayons, etc. or you may cut out pictures and words from magazines. Below your stamp design, explain why you chose that particular person, place, object, or event to be represented in your stamp.



I chose the eagle to represent this stamp because it stands for freedom. Freedom was a very big part in the civil war, because the blacks didn't want to be slaves.

3/3/3

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ACTIVITY 28 Student Sample 5
Goals 2, 3, and 4
Grade 4

Imagine that it is the year 2011. The United States will be celebrating the 150th anniversary of the Civil War. The U.S. Postal Service will be issuing a series of stamps commemorating the people, places, objects, and events of the Civil War period. You have been asked to design one of the stamps for the series. Design your own stamp in the space provided. You may use markers, colored pencils, crayons, etc. or you may cut out pictures and words from magazines. Below your stamp design, explain why you chose that particular person, place, object, or event to be represented in your stamp.

I chose Abe Lincoln because of All the hard worth he went through I also chose him because he's my favorite president.

List his accomplishments

Why is he your favorite president?

2/2/3

Being able to manage a budget is a very important skill. It involves making decisions about opportunity cost, as well as finding ways to conserve limited resources. Last summer, I had to put my budgeting skills into action when I purchased a new car from the dealer in my town.

This particular dealer didn't have a reputation for low prices, so I went in ready to negotiate. I don't make a whole lot of money -- only $18,000 per year. And I sure didn't get any cash from selling my old car. I'm just lucky that someone actually bought the piece of junk.

The first price that the dealer quoted me was $300 per month! *Three hundred dollars!!!* I thought he was nuts, and I told him so. After about an hour of haggling back and forth, I managed to bring the price down a little -- to $199 a month. Well, I figured I could handle working that into my budget. As I walked home, I reflected on the things I could cut from my monthly expenses. Entertainment -- I could go without seeing the latest at the theater for a while. Clothing -- well, I guessed I would be able to go without expensive clothes. Clothes were a real money-eater.

Sniff, sniff -- what was that smell? Oh man, Gino's Pizza! That savory stuff had me walking through the door -- when suddenly I remembered my belt-tightening plan. My stomach growled at me all the way back to my apartment,

though. I guess I can understand why it was upset; I like Gino's too. But a stomach just can't appreciate the opportunity cost of a new car.

That night at my apartment I drew up a plan. I couldn't cut things from some areas, including rent, medical care, and utilities. Although they accounted for almost half of my budget, I couldn't change them; they were just plain inelastic. However, I could trim some major fat off of some areas, including clothing and recreation. I do have a habit of buying too many clothes, and stopping for frequent snacks. So I decided to buy clothes at semi-discount stores, like Kohl's and maybe K-Mart. At least, I wouldn't be buying any Gap sweaters or Structure shirts for a while. By doing this, I figured I could save at least ninety dollars a month. That was almost half the car payment! This budgeting stuff was easy. I was really getting fired up now. What else could I slash? Food! Well, better not reduce the food *too* much. But I *could* afford to lose some weight. Trimming some calories would help my appearance, and my pocketbook. I decided to cut my food budget by 20%, down to 160 dollars per month. By buying bulk food, as well as the store brand, I could easily shave $40 off my budget. My stomach growled, but I told to be quiet -- store brand doesn't taste *that* bad. In fact, it's probably better for you.

So that was settled. Food and clothing went down. What else could I reduce? Well, recreation was going to have to suffer a little. I do like going out to

movies every Friday night, but hey . . . this was a cool car. I could live without movies every week. But I sure didn't know what I was going to tell my girlfriend. Hmm . . . maybe she could chip in a little -- we could go ahead and split the cost, or maybe she could even treat me! Yeah, right. Nice dream. Back to reality. I punched in my estimate on my calculator and . . . WOW! I'd only slightly altered the recreation budget, but saved a whopping twenty dollars. Well, that wasn't a whole lot, but it would have to do. When I get down to belt-tightening, everything has to go, including recreation. I was going to get that car, though. And these weren't really drastic changes -- like going without a social life -- but it was amazing how much money I saved!

Okay, so far I'd reduced clothing, food, and recreation. But I still needed another forty-five dollars per month. I thought and thought, but the darn dripping faucet in the kitchen kept interrupting my . . . THAT WAS IT! No, not the faucet -- but I could reduce my household expenses in general! Let's see, by fixing stuff myself, instead of calling one of those overpaid plumbers or carpenters, I'd be gaining valuable skills *and* saving money at the same time. Fixing stuff yourself is kind of fun, too. I could save at least $10 dollars per month by doing that, and at least $19 a month by applying the same kind of tactics I'd used on food. I'd buy generic toilet paper, toothpaste, Kleenex, and other household items. Hey, they

work just as well -- most of the time you're just paying for the label on brand-name stuff.

I hit some more buttons on the calculator. It said I still needed twenty dollars. Twenty more dollars, and the car would be mine. I could only think of one more thing I could cut, and that was personal care. Admittedly, I pampered myself somewhat, so twenty dollars was not too big of a dent in my finances. It hurt a little, but I would have to do it. The folks at the hair salon were going to miss me. But hey! That's at least fifteen dollars a month right there, and at least five dollars by not getting my shoes shined. Twenty dollars in all!

I couldn't believe I'd done it! I tallied up every cost and put it in a chart, just to be sure. But it all worked out, and I could have my car. I had saved one hundred and ninety-nine dollars per month, all by changing things I had taken for granted. I had managed to reduce costs for food, clothing, recreation, personal care, and household expenses. And it didn't even change my lifestyle to an appreciable extent. I had to admit, though, I owed a good deal of it to my studies in Economics. Those lessons about scarcity pay off when balancing a budget -- where resources are most definitely scarce. Just like me, now that I have my hot new car . . .

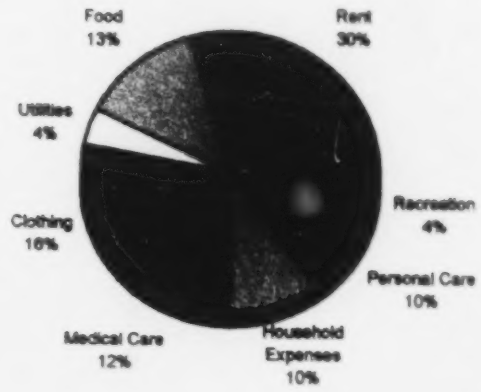
Good job

K=6
R=6
C=6

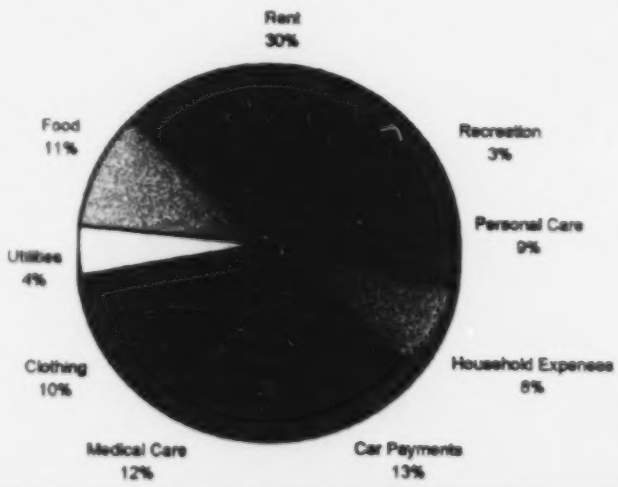
Planning A Budget: Statistical Analysis

[illegible]	$175	$155	$65	$160	$450	$46	$130	$121	$199
[illegible]	$175	$245	$65	$200	$450	$65	$150	$150	$0
Net Change	$0	-$90	$0	-$40	$0	-$20	-$20	-$29	$199

Before



After



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4/4/3

— Fitting new car payments onto a budget can be difficult especially when you don't want your standard of living to fall. The two basic questions to ask are which to change and by how much. When asking these questions, you must take notice of fixed and fixable expenses: how it will affect standards. $ to move around

— When asking the question which to change you must always exclude "fixed" expenses, being those you can't controll or change. Having taken these into consideration I had to exclude rent, utility and medical care money. These aren't always the only expenses you have to exclude. Sometimes you have to exclude expenses that are too low to take money from to help w/ something else. Which would probably almost happen to one w/ oth food money.

— When dealing w/ the question of how much money should be moved around you need to be concerned about your standard of living. By taking too much money out of one expense you change your whole life style. But if there is large sums of

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a want to stay at a close
to standard of living like I
have you must take little sums
out of as many expenses as possible
to cover the new expense, in my
case a car. By taking one quarter
of each of my "fixable" expenses, those
being the ones I can change or control,
I would be able to afford it, but
not comfortably. It would leave
me with less than adequit food money
and I believe it would change my
life style a little too much. I [redacted]
need to tell him I cant afford that
right now and look for a cheeper
car.

When looking to change your
budget be shre to ask
your self what to change and
how much but [redacted] I
gaurantee your budget

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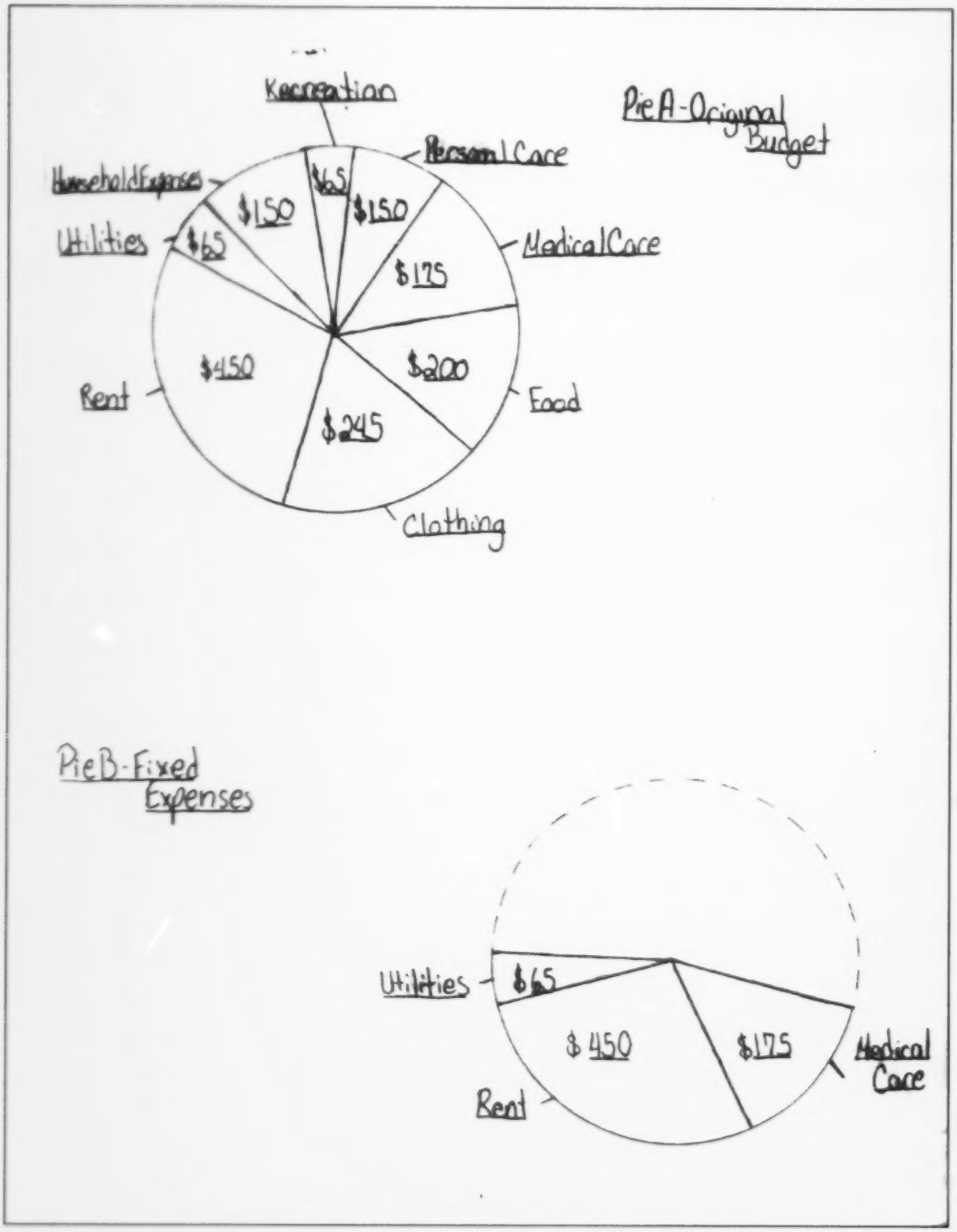
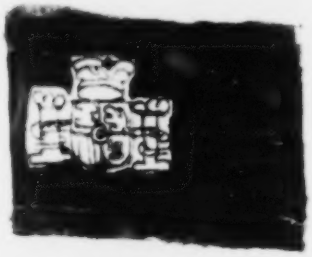
ACTIVITY 34 Student Sample 1 continued
Goals 1 and 5
Grade 12



APPENDIX

The following samples were completed by students whose teachers either modified sample activities or created new activities for alternative assessment. Two activities focus on Goal 4 (Geography) Grades 5 and 6. The other is a Grade 12 activity focusing on Goal 3 from a Current Events class.

ACTIVITY 1 Student Sample 1
Grade 5



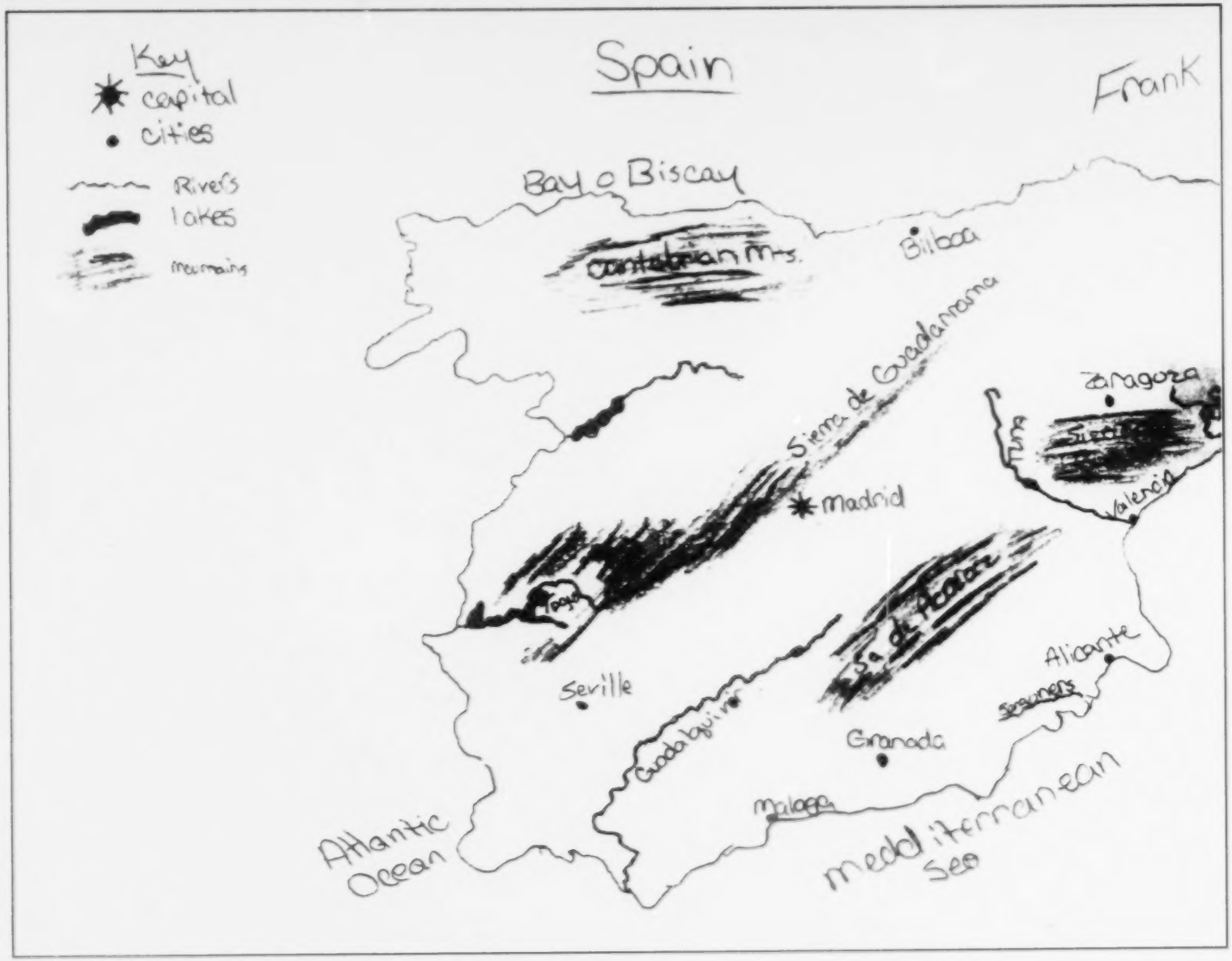
Spainiards are a mixture of races from fair and blue eyed as well as dark and mediterranean

People come to see the traditional bullfight

all the food in Spain can vary from banana fritters to paella

it would be nice to go to bed at 11:00 P.M. like Spainish families

no one should miss the gardens playgrounds bridle paths, and zoo at Retiro Park, in Madrid



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Apaella is made of rice with chicken, shrimp, mussels, and fish.

Olive oil is Spain's best known product.

The flag of Spain is yellow and red with the Spanish coat of arms on it.

The Royal Madrid Club is like a soccer/sports club. It is very popular.

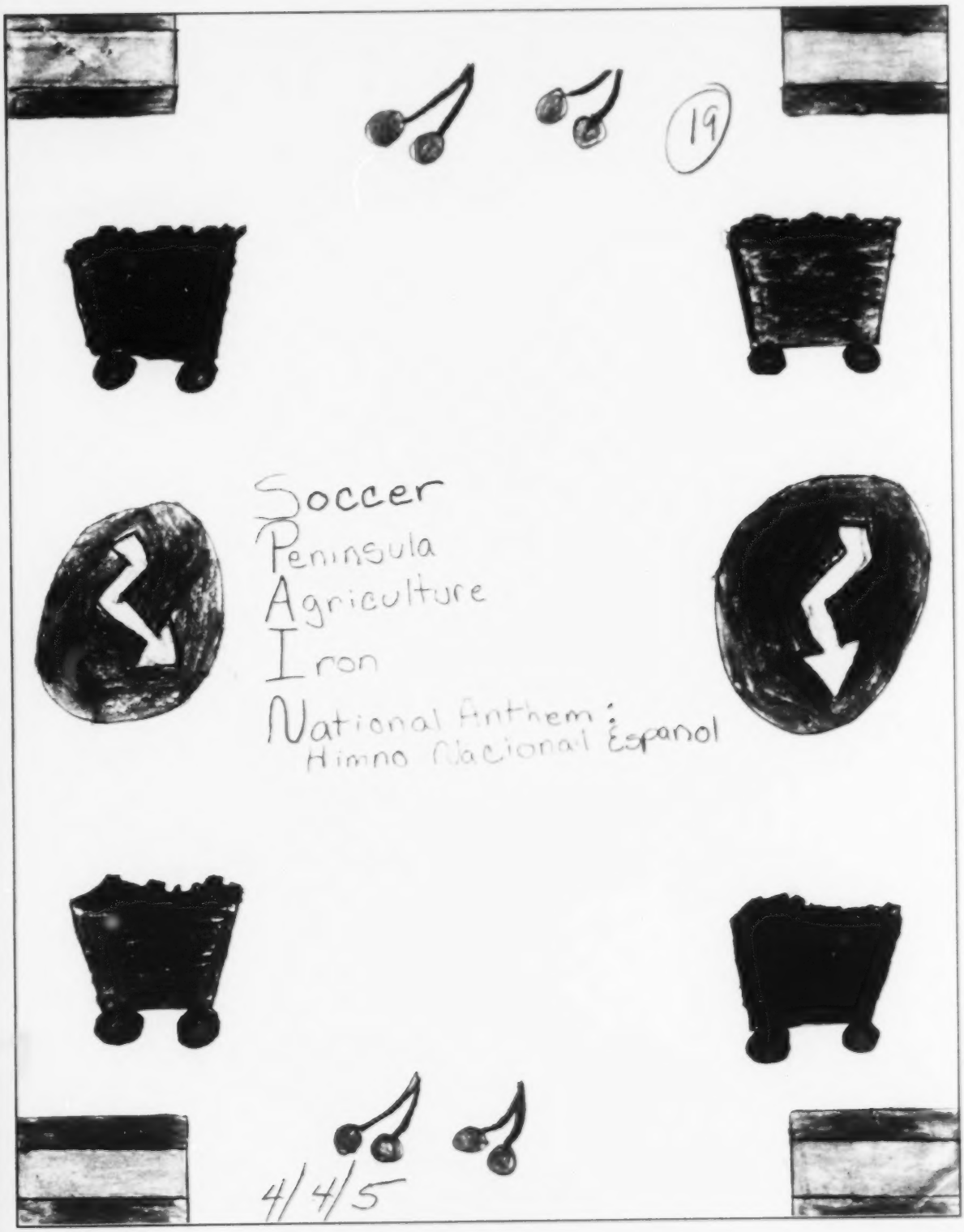
Spaniards are all different. Spain is full of different races.

The bullfight is a national festivity. It is the killing of six animals in front of a paying audience.

Spanish families have very long days. Usual days are from 8:00 pm to 11:00 pm.

Retiro Park is a very big Park in Madrid.

Student Sample 2 ACTIVITY 1
Goal 4
Grade 5



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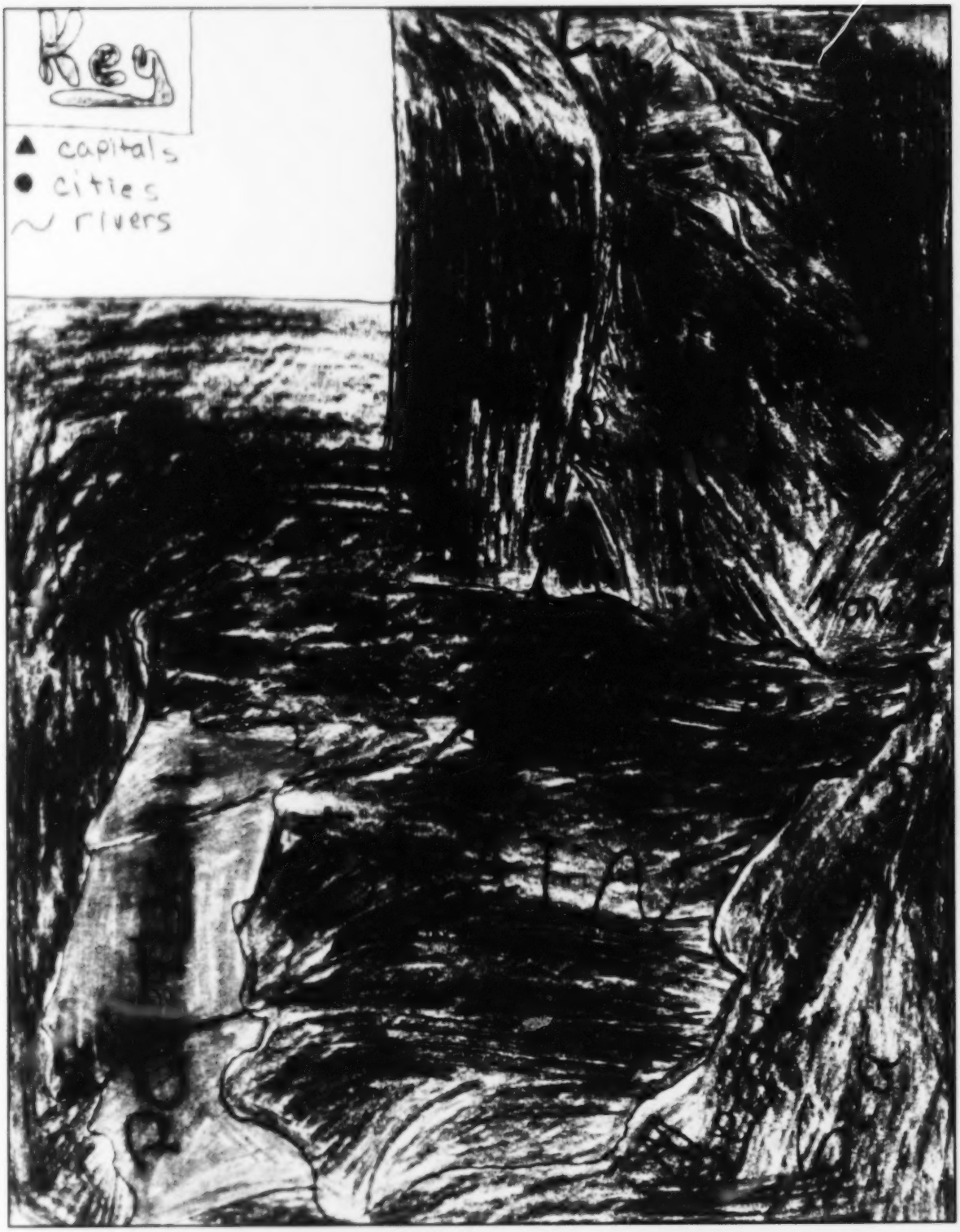
ACTIVITY 1 Student Sample 2 continued
Goal 4
Grade 5



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Spain

Illustrations

1. - mine carts - minerals are important in Spain
2. - electricty - electricty is important i's factories.
3. - olives - olives are an important source of food in Spain.
4. - Spain's flag - It is the symbol for Spain.

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ACTIVITY 1 Student Sample 3
Goal 4
Grade 5

5/5/4 (9)

Sheep raising is an important occupation.

Population is 28,119,112 including residents of overseas provinces.

Alcázar was a home of Ferdinand and Isabella who unified Spain.

Isabella believed in Christopher Columbus' plan to find the Indies.

National heroes are outstanding matadors.

Student Sample 3 continued ACTIVITY 1
Goal 4
Grade 5

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Sheep are raised in the flat Mancha region south of Madrid and on the high plain of Estremadura near Portugal. Windmills often supply water for the livestock.

An average of 93 people live on every square mile. The provinces of Barcelona, Vizcaya, and Madrid have the most people. About 65 of every 100 Spaniards live on farms or small towns.

Story-Book Castle in Old Castile, the Alcázar, rises atop a steep hill at Segovia. Built in 1358 and rebuilt later, the castle was the scene of Isabella's coronation as Queen of Castile in 1474.

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Student Sample 3 continued ACTIVITY 1
Goal 4
Grade 5

153

154

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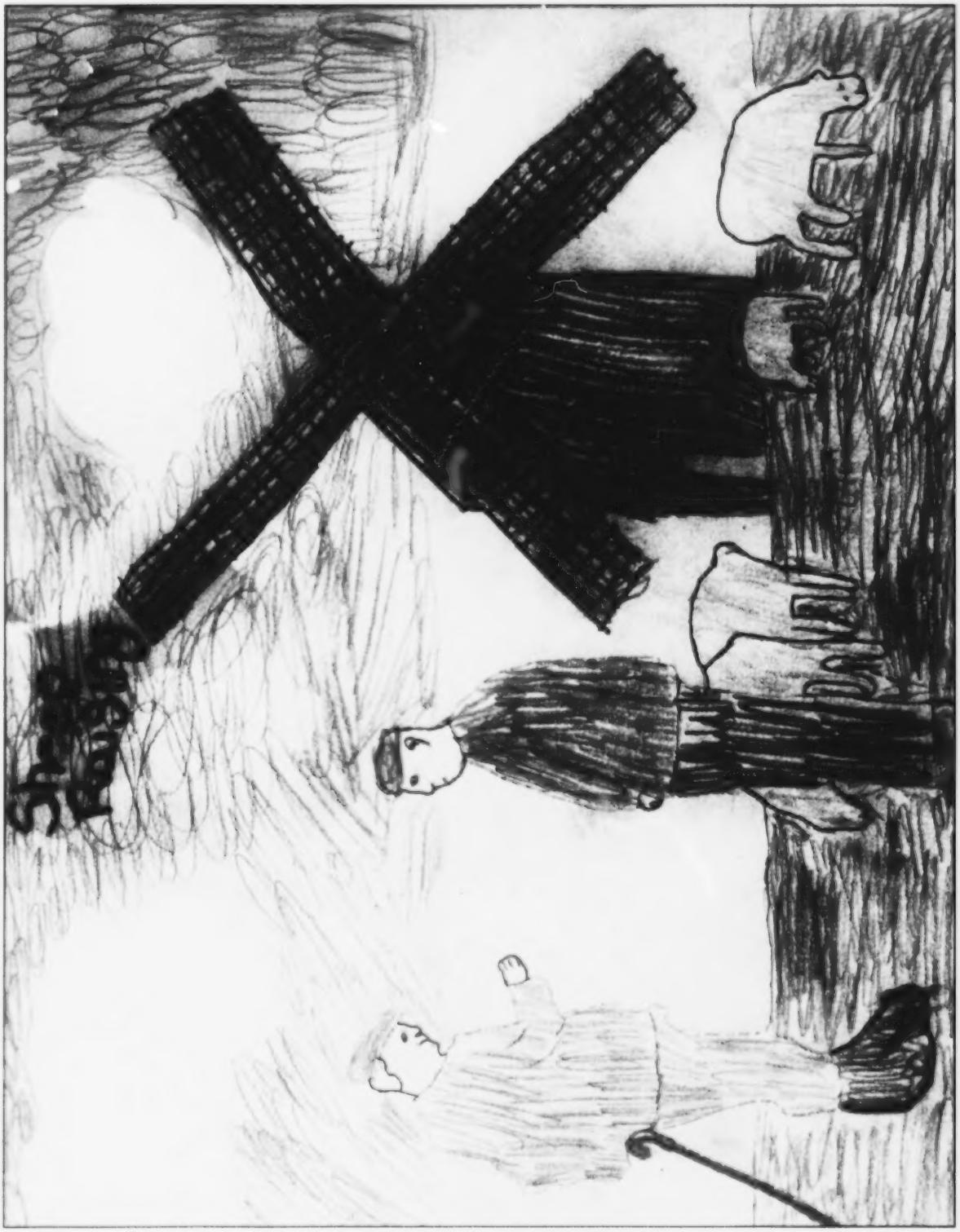
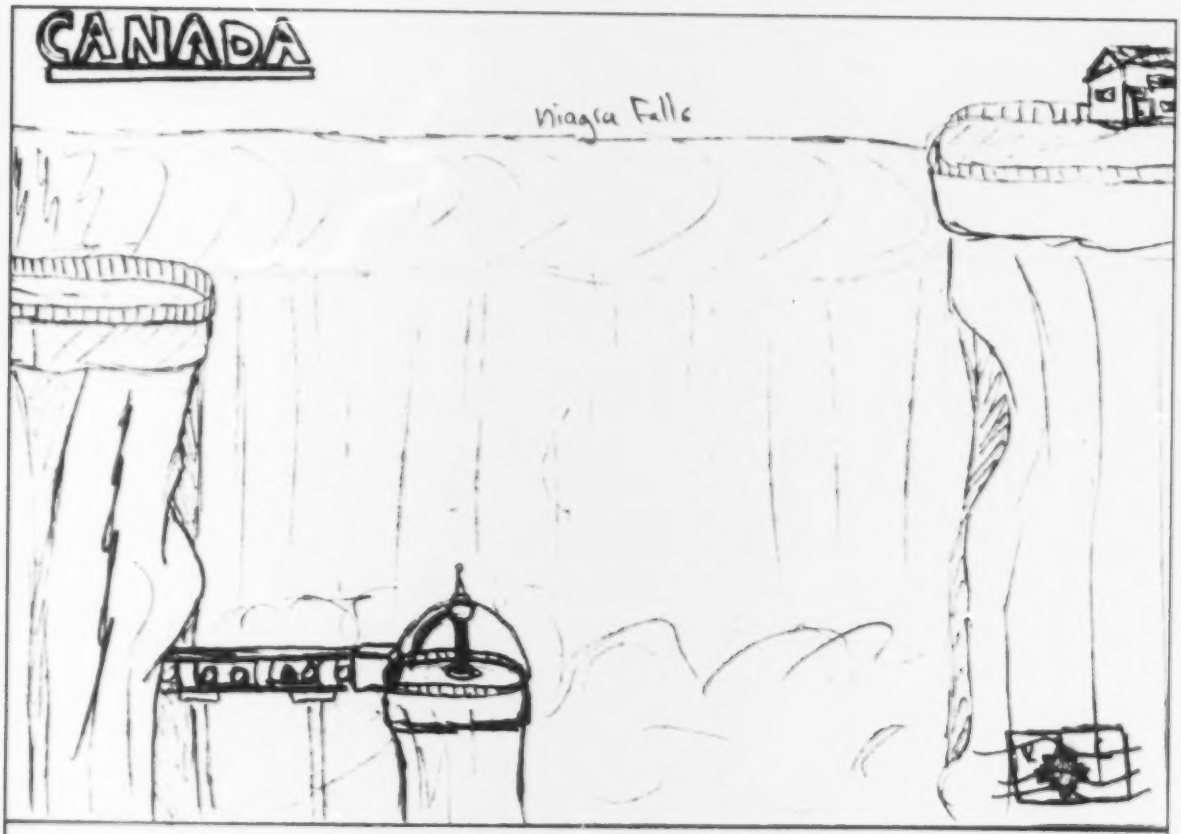
Queen
Isabella
I

Alcázar
Castle

ACTIVITY 1 Student Sample 3 continued
Goal 4
Grade 5





Dear mom's family,

Its great here. I visited almost all of the Hockey rinks in (c)anada. I also stayed in the luxerious skydome and visited some historic places like niagra falls (I love it) Beautiful and they have added a plastic Bubble under the falls. It's great up here. the weather is perfect. It (is) cool But not cold.

Watch the punctuation!

BEST COPY AVAILABLE 4/4/4

ACTIVITY 2 Student Sample 2
Grade 6

Dear Friend,

I'm in Toronto, Ontario, and I visited the CN Tower and the Campbell House. The CN Tower is 1,336 feet tall, the world's (5) tallest tower. You can go even higher with an addition 529 feet. It is in down town Toronto & overlooks the Skydome. The Campbell House is a colonial brick mansion & was the former resident of Sir William Campbell. It has been refurnished & electricity was put in.

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Dear Mom,

Jon and me
Mike and Jon just visited Niagra Falls in Niagra Falls, Ontario. This is the second tallest water fall in the world. We went on a boat trip under the falls called The Mist, I It was lots of fun. The reason I choose this picture is because it shows a good close up picture of Niagra Falls. Niagra is 615 feet wide and is shaped like a horseshoe. It is ___? tall. The first person to go over the falls was a women schoolteacher by the name of Mrs. Anna Taylor in 1901. More than 12 million people go here every year. Well I hope you're having fun in Naperville. See You Soon!

Love,

4/5/5

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2) 7/16/95

Today I left for Canada, I saw many beautiful sights on my way to Toronto. The people act a little diffreat than they do in Naperville:) Toronto is beautiful, I'm staying in the Skydome, it's expensive but I don't care because I'm not paying for it. I can watch the Toronto baseball team from the Skydome. I can already tell it's going to be a wonderful trip!

8/4/95

I stayed at Toronto for a while, now I'm in Montreal. I've gone to games and parks. I've been in the city and I bought many souveneers for already over $200. I only have one more place to go and 2 more days to stay there. So I'm going to make them great! Need some information here about the city

8/6/95

Unfortunitly I'm about to go home from my wonderful trip. I had a great time in Ottowa and I hope to go back again some day. I stayed at the Chateau Hotel which was a wonderful Luxury Hotel maybe next Summer I'll visit Canada again. 4/5/6

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Prejudice is many things to many people and is shown in many different forms and to many different degrees. However, an overall definition of prejudice would be a prejudging attitude shown by some people who treat others in an inferior/superior fashion.

Throughout humanities long history prejudice has shown itself often, maybe some very first prejudice was in man's very early history when we were just evolving into an intelligent human being. After a certain amount of time after we gained our first inklings of intelligence and after getting to a certain level we began to notice the things around us. We contemplated their uniqueness and difference, and then as we gained emotions we could appreciate these things more fully. Then we might have noticed another human being that looked different or acted differently then we and we might have been frightened or angered by this different person or persons. This might have been the very first form of prejudice.

Later as humanity developed, tribes and religions appeared the segregation of man continued as different tribes appeared with even more varied idealism's and customs. There was even more of a sense of gathering with members of one's own group and shunning other's with different ideas or traditions etc. This is when the us against them mentality probably first appeared, and then as people traveled and met other races with different idealism's etc., and fearing their differences the real "advanced"prejudice had begun. It went on growing to new and dangerous levels and forms, as humanity "advanced." Now it is still here and as bad as it is probably going to get in the present.

Now in the present the most often noticed cost of anything (unfortunately) is the economic one. We can show that this economic/business factor was bad not just because of its

emphasis on material wealth but also because of its certain businesses and company's sometimes uncaring and prejudicial attititude, and unfair targeting of certain groups in their advertising. Here is one example.

The way and to the extent that some markets in a business and products target certain races and classes of people in certain areas unfairly are unbelievable but true. With this example I will try to show this. As is shown in the documented and controversial subject, of the targeting of young black males, underage in usually poor districts, by liquor manufacturers and distributors. Where there is an inordinate amount of liquor advertising in popular music by popular musicians, on billboards etc. Usually a high number of liquor stores' in the area (sometimes one per street corner or city block). The ease with which underage drinkers may purchase alcohol leads to a very high incidence of drinking, alcoholism, and eventually other drug problem's etc. This is a tragedy, and both and economic and social cost.

Another example of economic cost would be the excluding from certain jobs of certain races because of their skin color, ethnic, or religious background, their appearance etc. Though we watch this type of prejudice more closely and are now more rare, it still goes on in the workplace despite laws against it or groups formed to stop it. Not allowing certain people to work because of some inconsequential thing such as ethnic background or skin color is a serious economic and social cost. Who knows how many people have lost their jobs, or simply not been hired because of some prejudice of the employer's. Think how many cures have not been found in the medical field, or solutions to important worldwide etc. problems, have not been found or solved because another less skilled, less talented, and less intelligent, but more favored by the

employer for prejudicial reasons, had been hired. How much profits have been lost and are being lost, because a certain person more qualified was not hired to a job, was not able to advance his position in the workplace, or was not hired for a better job etc.

The personal cost to each individual whether they are the discriminator, the victim of discrimination, or an average person is the underlying different fears that each has. Irrational fears or dislike by the discriminator, fear for their own welfare emotionally, physically, and financially wise of the victim. Fear of the average person that it will happen to them, to someone they know, or that in reevaluating themselves they find that they have their own prejudices.

Prejudice makes the victim feel unworthy, makes them less likely to readily interact with people of others of different race or creed because of the past prejudice they have been exposed to. This unreadiness to interact would also be much more prevalent and noticeable in the victims relations with people of the primary discriminators race, or the race from which the victim has experienced prejudice most often. Prejudice helps to breed segregation and separation, and is probably a cause for some crime that goes on today; because the victims of prejudice who live in an environment that is full of prejudice and are not given the chances they deserve, and who are instead made to suffer, breeding anger and frustration among them. Which eventually boils over into the rage and hopelessness that some people feel, driving them to commit crimes in a way to vent the anger and get back at the oppressor.

While writing this Exam, I have learned much about both the Hispanic and Serbian cultures, their similarities, and their differences. I am proud that I can appreciate both culture's differences and similarities equally, and not think about one or the other's superiority in the

respect of culture, traditions, religions, etc. Not think that one cultures way of doing things or thinking about things are essentially better then the other one.

I myself have not experienced much prejudice simply because not that many people seem to know what Yugoslavia is, or where it is because of its distance and inconspiciousuity. Among all the other larger and more prominent nations of the world(except the greater attention it has received now in the world news because of the civil war). When I have experienced prejudice because of my culture it has been because of the communist political system in Yugoslavia now in power. If they know what Yugoslavia is they do not know of Serbia or its culture and history. Unlike the Hispanic culture who because of their much closer proximity to America has shared a much longer history with it. Has had time to adapt to, to become a great part of, and be very much absorbed by American culture, and society; while American society has learned about it.

I believe that all cultures can co-exist peacefully, and with a country such as America I believe eventually with the open-mindedness, curiosity, and respect that this Multicultural class has shown and taught us. With the other programs, groups etc. in this school and in society, this country and the whole world can probably reach this level and this goal.

K=5
R=5
C=5

Period 1

Multicultural Final Exam

Two cultures that have had the greatest impact on our country or even the world would have to be blacks and whites.They both have been though alot like riots and the whole segregated school thing. Both cultures contributed alot to our society.There has been many great leaders of both black and white. Martin Luther king was a non-violent leader that ended many prejudice things that went on during the sixties and fifties. Robert Kennedy was a great white leader that end segragated schools and helped out many people of many cultures.By working together the two very different cultures at one time are now becoming one.

Prejudice to me is not liking someone because of their background or their skin color.Prejudice happens to every one once in their life.Whether its because their sixteen or because of their skin color and the store clerk is nervous. Prejudice comments can scar a person for life inside. By saying prejudice things to someone it just makes that person prejudice against that race and it just gets pasted on.A very important prejudice situation that happened a while ago was the beating of a man by police officers. That changed us socially, personally, and economicly. People started to riot

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and steal and beat people. That woke every body up to see that prejudice is still very alive.

K=4
R=4
C=3

CREDITS

Alternative Assessment in the Social Sciences was developed by Lawrence W. McBride, Frederick D. Drake, and Marcel Lewinski. Drs. McBride, Drake, and Lewinski collaborated on the development of the model rubric. They developed the sample activities for high school, middle school, and elementary school students. Dr. LaRaus is developing additional assessment activities for elementary school students. Dr. Robert Lombard, Executive Director of the Illinois Council for the Social Studies, arranged conferences for teachers who field tested the sample activities and rubric. The project was administered by Dr. John E. Craig, Assessment Consultant for Social Science for the Illinois State Board of Education.

Teachers and administrators from the following schools participated in the pilot testing of activities.

Session at Lombard

Currie Metro High School
St. Patricia
De Diego Community Academy
Bowen High School
Lane Technical High School
Hawthorne Scholastic Academy
Riverside Brookfield High School
Eisenhower Middle School
University High - University of Chicago Laboratory School
Lundahl High School
CUSD #15
Sullivan High School
Mother Theodore Guerin High School
Kelly High School
Kankakee High School
Mundelein High School
Reavis High School
Resurrection High School
Bateman School
Riverside-Brookfield High School
Oster-Oakview Junior High School
Chicago District #1

Session at Chicago - Newberry Library

Lincoln Junior High School
Lincoln School
Josede Diego Academy
Schaumburg High School
Robert Frost Junior High School
Beethoven Elementary School
Sacred Heart Schools at Sheridan Road
Blaine School
Field School
Hubbard High School
Naperville Central High School
Horace Mann
Kimball High School
Robert Clemente High School
Winston Park Junior High School
Madison School
Leyden High School
CUSD #300
MacArthur Middle School
John Hope Community Academy
Deer Path Junior High School
Cary-Grove High School
Mother Theodore Guerin High School
Ninoes Heroes
Schaumburg District #54
Dixon High School Kenwood Academy
Newbert Elementary
Urbana Middle School
Eugene Field Elementary School
Murray Language Academy
Monore Elementary School
Maine South High School
Glenbard North High School
Luther High School North
St. Farncis Xavier
Dundee-Crown High School
Westchester Public Schools
Scott Joplin Elementary School

Session At Murphysboro

Lincoln School
Central Junior High School, Camp Poin
Pinkneyville High School
Murphysboro High School
West Middle School
Carmi-White County High School
Edwardsville Junior High School
Mt. Vernon High School
Logan School
Carruthers School

Session at Bloomington

Pontiac Township High School
Iroquois Community District #9
Minoka High School
Gridley High School
Glenbrook South High School
Woodruff High School
Pario High School
St. Giles School
Watseka High School
Lexington Jr. High School
Colona Grade School
Infant Jesus of Prague
Bradley-Bourbonnais Community High School
Carterville Elementary School
Armstrong Township High School
Lewistown Central Grade School
Meridian Middle School
Baker Demonstration School
Woodrow Center School
Virden Elementary School
Gibson City-Melvin-Sibley Elementary School
Pana Junior High School
Metcalf Lab School

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